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STUDENT SERVICES IN A DIPLOMA NURSING PROGRAM

by

Barbara P. Houston

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Submitted to the Faculty of Graduate Studies and Research

In Partial Fulfilment of the Requirement for the Degree of

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ABSTRACT

This study examined sixteen non-academic student service functions in a hospital based diploma nursing program. Specifically, the study sought to describe existing services, ascertain faculty and student perceptions of the scope, quality, importance and utilization of the services, and to determine the effect of specified demographic factors on perceptions of the services.

The sample consisted of one hundred and sixty-three students and twenty-six faculty members involved in the first two years of the nursing program. Data were collected by means of interviews with key school personnel and two forms of an Inventory of Selected School Functions. Relative frequencies, mean scores, standard deviations and t-tests were used to analyze the data.

The functions rated highest by faculty in terms of their scope, quality and importance were those associated with the formal aspects of the nursing program. Included in this group were Student Records, Student Orientation, Student Registration and Student Advisory. Faculty members also reported relatively high levels of involvement in the activities associated with these functions.

The functions perceived by students to be broadest in scope and most effectively performed were Student Self-government, Housing and Student Advisory. Students judged Student Advisory, Graduate Placement and Student Records to be the most important functions and they were most involved in the activities associated with Housing, Student Self-government and Recreational activities.

Both faculty and students indicated a need to expand Student Counselling and to have a full-time counsellor at the school.

Of the demographic factors examined, position (faculty vs. student) appeared to be the most relevant factor influencing perceptions of scope and importance, and year in the program (first year vs. second year student) was the main factor influencing perceptions of quality.

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CHAPTER I

Introduction

The question of how much responsibility an educational institution has for the non-academic development of students has been a continuing concern in postsecondary education. While it is recognized that certain non-instructional services are necessary to support the teaching-learning process, the type and extent of the services available varies among institutions.

Although much has been written about student services in community colleges and universities, little has been done to assess the student services in hospital based diploma nursing programs.

Statement of Purpose

The purpose of this study was to conduct an examination of the student services available in one hospital based diploma nursing program and to determine the perceptions of faculty and students regarding the scope, quality, and importance of these services. Further, the study sought to determine the degree of faculty involvement in, and student utilization of, the existing services.

The specific objectives of the study were to:

1. Identify and describe the student services that were provided;
2. Assess the scope, quality, and importance of these services, as perceived by faculty and students;
3. Determine the involvement of faculty and students in the existing services;

4. Determine the knowledge of faculty and students concerning the services which were available; and
5. Determine demographic factors which may influence perceptions of, and involvement in, the existing services.

Significance of the Problem

The importance of non-instructional services in nursing education programs has become more apparent as a result of the growing diversity among students entering nursing programs and the increasing complexity of the health care field. Traditionally, students entering nursing programs have been single females who have recently completed their secondary school education. Although these students still comprise a large segment of the student population, there has been a trend towards more non-traditional students entering nursing programs. Steed (1974), in summarizing the characteristics of students entering college nursing programs in Alberta, observed that the numbers of mature students, married students, and students with dependents were increasing. In her discussion of the older student returning to college, Malarkey (1979) points out that older students bring with them a variety of responsibilities and previous experiences which may influence their progress in nursing programs. Previous educational experiences, home and family responsibilities, doubts about their ability to succeed, and re-entry into the student role are among the factors which can affect the progress of non-traditional nursing students. The growing diversity within the student body, and, in particular, the increasing percentage of

non-traditional students, necessitate that non-instructional services address a wide variety of student needs.

Continuing changes in the knowledge base relevant to nursing have increased the complexity of client care and the related nursing care. As a result, nursing education programs have become more demanding, and expectations of nursing students have risen accordingly. Although previous academic experiences provide students with some preparation for the academic component of the nursing program, students may have little or no preparation for the realities of clinical nursing practice and the related ethical and professional issues. Non-instructional services which will support the personal and professional growth of nursing students are required to assist students to cope with the realities and demands of the nursing profession.

An examination of the available non-instructional services will be of benefit to both the school of nursing and the students. Such an examination can assist the school to determine the effectiveness of the existing services and provide direction for future activities and services relevant to the preparation and support of nursing students. In this way, the needs of the students can be addressed more effectively. In addition, the examination will contribute to the body of literature pertaining to non-instructional services in postsecondary education in general, and to the segment of that literature pertaining to nursing education programs in particular.

Definition of Terms

For the purposes of this study, the following definitions were used:

Student Services. Student services was defined in terms of sixteen non-instructional functions whose purpose was directly or indirectly to support the personal, professional, and academic growth of students.

Scope. Scope was defined as the degree to which the respondents perceived the school to be performing a range of activities associated with each function.

Quality. "Quality was defined as the degree to which a function was perceived to be effectively performed" (Hendry, 1974:5).

Importance. Importance was defined as the respondents' opinion of how important it was for the school to perform activities associated with each function.

Involvement/Use. Involvement/use was defined as the extent to which respondents were directly involved with or made use of the student services at the school.

First year faculty. First year faculty referred to faculty members teaching in the first year of the nursing program.

Second year faculty. Second year faculty referred to faculty members teaching in the second year of the nursing program.

First year students. First year students referred to students enrolled in the first year of the nursing program.

Second year students. Second year students referred to students enrolled in the second year of the nursing program.

Key school personnel. This term was used to refer to administrative and office personnel at both the school of nursing and the hospital with which the school is associated, who had either direct responsibility for, or involvement in the provision of student services.

Rural background. Students whose home town population was less than 10,000 were designated as being from a rural background.

Urban background. Students whose home town population was 10,000 or greater were designated as being from an urban background.

Delimitations

This study was concerned only with services which directly or indirectly supported the personal, professional, and academic growth of the nursing students, and not with the structure or content of the curriculum and the clinical experiences provided at the school. Data were collected only from faculty and students in the first two years of the diploma nursing program.

Limitations

This study was conducted in one hospital based diploma nursing program only, and the results and conclusions drawn from this study may not be applicable to other nursing programs. The data collected were valid only for the time at which the study was done, and may not reflect the current status of student services.

A questionnaire was used for data collection, and the limitations inherent in this instrument were recognized.

Organization of the Thesis

In this chapter, the purpose, limitations, and delimitations of the study were presented. Terminology relevant to the study was defined and the significance of the problem was discussed. Chapter 2 presents a selected review of the literature related to non-instructional services

in both the general educational and nursing education settings. In the next chapter, the methodology used in conducting the study and analyzing the data is described. The results of the study are presented and discussed in Chapters 4, 5, and 6. The final chapter contains a summary of the study, the conclusions drawn, and suggestions for further study in the area of non-instructional student services.

CHAPTER 2

Review of the Literature

In this chapter, a review of selected literature pertaining to student services in general postsecondary and nursing education is presented. The development of student services in colleges and nursing schools is briefly outlined, conceptualizations of student services are described, and relevant research in general education and nursing education is reviewed.

Development of Student Services

Traditionally in North America, postsecondary institutions have assumed some responsibility for the non-academic development of students through programs of student personnel services. Since the 19th century, the viewpoint that education should be concerned with the development of the total person and not just the intellect has been expressed (Thornton, 1972). This viewpoint has persisted, but the ways in which it has been operationalized have differed in terms of the amount of responsibility an institution assumes, the structure, organization and administration of the services and the types of services which are available.

Leonard (1965), in his survey of the development of personnel services, indicated that the religious, social, and political life during the 17th century were the major impetus for institutions of higher education to assume responsibility for the non-academic aspects of student life. Colleges provided accommodation for the students, and the administration closely supervised all aspects of student life.

During the 18th and early 19th centuries, the administrative posture regarding student services and activities was that of "in loco parentis," and the responsibility for the students' non-academic activities rested with the college president, the board of trustees, and the faculty. Personnel services during this time were primarily concerned with housing, boarding and discipline, and were structured in a manner which allowed the administration to guide and control all facets of student life. Other services included educational guidance, monetary assistance, and rudimentary health supervision and record keeping.

During the late 19th century, there was a move to make postsecondary education less elitist and more egalitarian, and more emphasis was placed on the development of the total student (Miller & Prince, 1977). The resultant expansion of postsecondary educational institutions and changes in the characteristics of the student population led to changes in student personnel services. Personnel services were expanded to include off-campus housing, attempts at student self-government, athletic activities, and the formation of literary, music, scientific, and historical societies. Existing health and financial services were improved (Leonard, 1956).

As a result of the expansion, the organization and administration of student services also changed. The administrative posture was still that of "in loco parentis" and discipline was still a concern, but the enforcement of this posture was less rigid and student self-discipline was encouraged. College presidents began to delegate more of the responsibilities related to student affairs to other staff members and, in some instances, to appoint specific personnel to be responsible for

student affairs. This began the trend towards organizing student services into separate administrative units (Leonard, 1956).

The development of student personnel services in nursing education was similar in many respects to the development of services in the colleges. In the late 19th century, the first nursing training schools were opened in England, America, and Canada.

The Nightingale Training School for Nurses opened in London in 1860. Students were provided with room and board, and paid a small stipend. Nightingale's frequent references to the importance of character suggest that some attention was paid to selection of applicants (Baer, 1985).

In the United States, training schools were opened at existing hospitals. The first of these was the Bellevue Hospital Training School for Nurses. Accommodation, often in a part of the hospital, was provided for students and there were rules governing conduct (Baer, 1985).

In Canada, the first training schools for nurses were established in the late 1800s in conjunction with already existing hospitals. The first of these was the Mack Training School, established in St. Catherines in 1847. In a review of the beginnings of nursing in Canada, Gibbon and Mathewson (1947) indicated that uniforms and housing were provided for all students. Accommodation for students was located either within the hospital or in a separate dormatory. Most hospitals provided a sitting room for studying, reading, or recreational pursuits. References to student adherence to the rules and regulations of the school suggest that the primary administrative posture regarding student affairs was that of "in loco parentis."

Opportunities for student self-government were introduced at some Canadian schools in the early 1900s. Activities in this regard included the establishment of bylaws and rules pertaining to residence accommodation and appeal procedures. The use of screening programs for applicants also became evident around this time. At one school, applicants were required to have certificates of good health and good character, and be between twenty-one and thirty years of age. Concern with applicant screening and academic preparation was also apparent in the United States during the early twentieth century (Gaynon, 1985).

Conceptualization of Student Services

The structure and organization of personnel services varies considerably among institutions. Thompson (1974:92) indicated that some Canadian colleges had a centralized approach to student services, grouping related services together in an "umbrella" type of structure. Other colleges had a less centralized approach, either separating the counselling function from other services, or including student developmental programs as part of the college's instructional role. Most colleges had a dean of student services responsible for all services. In colleges where counselling was separated from other services, counselling was under the auspices of either the president or the academic dean of the college.

Miller and Prince (1977:157), in citing a paper presented by Crookston and Atkyns at the Forty-Eighth Annual Conference of the National Association of Student Personnel Administrators in Chicago in 1974, outlined three main ways in which student affairs divisions were

structured in American colleges. The first of these was a centralized structure, headed by a principal student affairs officer. Staff members each performed a single function and there was little interaction among them. The second was a decentralized arrangement with three subdivisions --student development, student activities, and student services. Each subdivision was responsible to the principal student affairs officer. The third arrangement was also decentralized, but with two subdivisions, programs and services, each of which was responsible to the principal student affairs-student development officer. In the two decentralized structures, the principal officer focused on planning and coordinating, and interaction among staff members was facilitated.

Thornton (1972:280) suggested a structure in which there was a dean of student affairs, responsible to the administration, and trained staff to carry out the different personnel functions. He pointed out that regardless of the type of administrative organization, personnel functions should be clearly defined and carried out by persons qualified to do so.

Considerable variation also exists regarding models used to conceptualize student personnel functions. O'Banion, Thurston and Gulden (1972) described three existing models of personnel services. The first of these was the regulator or repressor model. The administrative orientation associated with this model was "in loco parentis," and activities were aimed at controlling and supervising student behavior. The second model was described as a servicing model. In this model, the college's service function was separated from the instructional function, and various services were available to students who requested them. The

individual responsible for student services was described as performing a maintenance role. The third model was a therapeutic one in which the personnel worker functioned as a therapist, helping students with personal problems.

O'Banion (1972) suggested that future models for personnel services consider a behavioral orientation and focus on the creation of a learning climate which would contribute to the development of the total student. An appropriate organizational structure for such a model would be a decentralized one with a dean of student personnel services at the same organizational level as the dean of instruction and personnel workers integrated with other college divisions.

Thompson (1974) described three conceptualizations of student services based on a college's counselling orientation. The first of these, the therapeutic, focused on student problems. With this orientation, counselling was often separated from other student services. The second orientation was an evaluative one, in which services were grouped together. Counselling was closely associated with admissions and was related more to academic concerns than personal concerns. The administrative posture associated with this orientation was usually "in loco parentis." The third orientation, the integrative, was characterized by the decentralization of the various services and their integration into the appropriate college division or activity. Counselling was separated from admissions.

In view of the increasing diversity among students entering postsecondary educational institutions, consideration has been given to the type of services student personnel programs should include.

Six major areas of student personnel activities, comprised of twenty-one student service functions considered to be essential, were identified for use in an evaluative survey of student services in American junior community colleges (Collins, 1967). The areas addressed were orientation (precollege information, student induction, group orientation, career information), appraisal (personnel records, educational testing, applicant appraisal), consultation (student counselling, student advisement, applicant consulting), participation (co-curricular activities, student self-government), regulation (student registration, academic regulation, social regulation), service (financial aid, placement), and organization (program articulation, in-service education, administrative organization).

Thornton (1972) outlined elements of a comprehensive student personnel program. Included were services in the areas of guidance, special student needs, student activities, placement and follow-up and research, records and evaluation. The guidance service had a broad focus in that it included vocational and educational planning, individual counselling and the provision of information to assist with pre-entrance activities and orientation to the institution.

Cohen and Brawer (1982), in their discussion of student services in American community colleges, indicated that the focus and emphasis placed on student services has varied over time in response to changes in student characteristics and availability of resources. They identified six areas of student personnel activities in community colleges: counselling and guidance, recruitment and orientation, extracurricular activities, residence halls, financial aid, and articulation.

Counselling and guidance activities included academic, vocational, personal, and career counselling.

Raines (1977) proposed a life-centered approach to student affairs. He suggested that the focus of student affairs programs be expanded to include assisting students to develop skills and competencies which have life-long applicability.

In the health professions, changes in admission policies and the increasing diversity among entering students have led to the emergence of developmental and support programs to assist students to be successful.

Malarkey (1979) pointed out that fears, feelings of inadequacy, psychological conflicts and learning deficiencies may hinder the success of older female students entering nursing programs after being out of school for a number of years. She stressed the necessity of adequate counselling services to assist students to handle the academic and personal difficulties that a return to school may cause and the stress associated with reentry into the student role. She indicated a need for the availability of remedial courses to help students upgrade knowledge and develop needed reading and study skills.

Pinter (1983) identified inadequacies in study and reading skills, lack of sufficient background in pre-requisite subject areas and inability to deal with affective problems as three characteristics interfering with the success of non-traditional students in health occupation programs. In reviewing various established support programs, she found that they included assistance with the development of cognitive and study skills and recognized the affective needs of students through the provision of counsellors to help older and non-traditional students

adjust to the stress of program demands and reentry into the student role. Successful support programs were also characterized by close cooperation between program personnel and the department for which they provided support.

Reed and Hudepohl (1983) suggested that schools of nursing place more emphasis on student retention through the use of developmental/ remedial programs designed to help students upgrade and develop needed academic competencies and to provide support for personal growth. In a discussion of the elements of such programs, they indicated that successful developmental programs were characterized by a high degree of teacher, counsellor and student interaction, the use of counsellors knowledgeable in self-concept techniques and concern for both the self-concept and academic development of the student.

In a subsequent article, the conceptualization and development of an academic advisory system to assist students to achieve success in a nursing program was described (Hudepohl and Reed, 1984). The proposed program provided opportunities for faculty involvement and included both a pre-admission and post-admission component. The pre-admission component addressed such areas as diagnostic testing, counselling, group interactions, orientation to resources and communication skills. Post-admission activities included testing, academic and personal counselling, financial assistance and remedial programs to upgrade and develop academic skills.

Research in Education

The increase in the number of junior colleges in America during the early and mid 1900s, and the diversity within their student populations raised concerns about the adequacy of existing student personnel programs. A major evaluative survey of college personnel programs was initiated by the American Association of Junior Colleges with the support of the Carnegie Corporation in 1963. Collins (1967:17), in his "readers version" of the study, identified the primary aims of the study to be the evaluation of existing junior college student personnel programs and the extent to which colleges had adequately prepared personnel to carry out the programs.

The study was carried out over a two-year period under the coordination of Max Raines, who served as Staff Director. An Inventory of Selected College Functions (ISCF), comprised of twenty-one student service functions deemed to be essential, and an Inventory of Staff Resources (ISR) were used in data collection.

The results of the study indicated that, although student personnel functions at the colleges were identifiable, they were not being adequately performed in the majority of colleges surveyed. Concern was expressed over the degree of preparation of student personnel workers even though no significant relationships were found between either the preparation of the staff or the placement of administrative responsibility and the effectiveness ratings for the performance of the functions.

The Inventory of Selected College Functions developed for use in the Carnegie Study was adapted for use in a survey of student services in

nine community colleges in British Columbia (Hendry, 1974). The purpose of this study was to describe the student service programs in these colleges. Perceptions of the scope, quality, and need for improvement of twenty-one student service functions were elicited from both instructional and non-instructional staff at the colleges, using a modified version of the ISCF and interviews with key college personnel. In addition, the study sought to determine the effects of specified developmental factors on the student service programs. System-wide and individual college profiles of the student service programs were developed, based on the study results.

Student services at the nine colleges were organized in one of three ways. The first of these included a dean of student services, responsible to the college president, and student service personnel who reported to the dean. The second organizational structure consisted of two subdivisions. One division, headed by a registrar, was concerned primarily with administrative functions. The other division, headed by a chairman of counselling, was responsible for the other student service functions. In the third type of organization, student affairs personnel reported individually to the college president.

System-wide, the functions that rated highest in terms of their scope and quality were Student Registration, Student Counselling, Pre-college Information, and Applicant Consultation. The functions perceived to be the most limited in scope were Educational Testing, Social Regulation, and Student Personnel Evaluation. Student Personnel Evaluation, In-service Education, and Student Induction were rated lowest on the quality dimension. The functions perceived to be most in need of

improvement were Student Induction, Career Information, Graduate Placement, and Student Personnel Evaluation. The functions perceived to be least in need of improvement were Social Regulation, Student Records, and Student Registration. The developmental factors perceived by both instructional and non-instructional personnel to have the most positive influence on student service programs were the professional competency of the staff and staff cohesiveness and cooperation.

In comparing the perceptions of instructional and non-instructional personnel regarding the student services, the non-instructional group mean scores were generally higher on both the scope and quality dimensions. Differences were more evenly divided on the need for improvement dimension, with the results suggesting that non-instructional personnel were more concerned with student entry related functions.

Hendry (1974) concluded that, based on the definition of student services used in the study, the services were meeting student needs to some extent. Concerns were expressed regarding the extent to which student needs were actually being met and the extent to which the services were supporting other aspects of the total college situation. Among the identified issues related to these concerns were the definition and focus of student counselling activities, professional development of student service staff, lack of ongoing evaluation, and the degree of student involvement.

Seven recommendations were made. These included the further defining and developing of student service programs at the individual colleges, the promotion of more effective interaction between the student service program and other aspects of the college, the provision of

effective professional development activities for student service staff, the development of voluntary educational testing programs to assist in advising students, and the promotion of student involvement in student service program activities, as appropriate.

The Inventory of Selected College Functions was further modified for use in a survey of student services in Manitoba colleges (Bryce & McIntosh, 1974). The purposes of the survey were to describe and review the services available, suggest possible alterations in existing services and make recommendations for the future development of student services.

Data were collected from staff, students and key college personnel by means of questionnaires and interviews. The student questionnaire contained thirty-one items and requested both demographic data and perceptions of the student services program. A twenty-nine item Inventory of Selected College Functions was used to elicit staff perceptions of the scope and need for improvement of the services, and to determine the degree of staff involvement with the services. In addition, staff were asked to judge the impact of eleven developmental factors on the operation of the student services program. Key college personnel were interviewed using a twenty item interview schedule. Interviewees were asked to describe and evaluate specified student service functions.

Seven issue areas pertaining to student services were identified and discussed and possible courses of action in each area were offered. The areas identified were administration of student services, counselling and related services, student advisement, public relations and job placement, basic services to students, co-curricular activities and care services.

During the 1970s, a study examining perceptions of the quality of student services in five Alberta colleges was carried out (Hendry, 1977). A major focus of the study was to determine student perceptions of the quality of student services and to identify differences in perception between students, instructional staff, and non-instructional personnel.

Three instruments were used in data collection. The first of these, a twenty-six item Inventory of Selected College Functions, asked instructional and non-instructional staff for their perceptions of the scope, quality, and need for improvement of the student service functions. A second instrument elicited staff comments regarding the impact of thirteen developmental factors on the student service program. The third instrument was administered to students, and asked for their ratings regarding the quality of twenty-two student service functions and the communication and cooperation among staff.

Hendry (1977) drew several conclusions regarding the quality of student services in the five colleges as a whole. The staff profile suggested that the staff perceived the quality of the services to be generally adequate; the student profile suggested that the students perceived the quality to be generally poor or below adequate. He further concluded that student perceptions regarding the quality of the services were more closely aligned with those of the instructional staff than with those of the non-instructional staff.

The major categories of student personnel activities developed for the 1963 survey of college personnel programs (Collins, 1967) were adapted for use in part of an assessment of the validity of student services in a Pennsylvania community college (Selgas, 1977). The survey

consisted of two parts. In the first part, college administrators, faculty, students and student services staff assessed the importance, quality and extent of use of thirty-six student service activities addressing the areas of admissions, registration and records, guidance and counselling, job placement and financial assistance, student activities and administrative services. In the second part of the survey, each of the respondent groups rated different aspects of the student services program at the college to provide information for decision making relative to these aspects. The results of the survey were compared with those of a previous survey at the college and general trends and areas which could be considered for review and improvement were identified.

Research in Nursing

Weir (1932) published the results of a Survey of Nursing Education in Canada. The study, jointly sponsored by the Canadian Nurses Association and the Canadian Medical Association, looked at a variety of issues related to the general nursing situation and the educational preparation of nursing students. Data were collected from doctors, nurses, student nurses, and the laity by means of interviews and mailed questionnaires. Among the recommendations made at the conclusion of the study were several which addressed the non-academic aspects of nursing education.

In regards to applicant selection and admission, it was recommended that the minimum academic requirement for admission be Junior Matriculation, and that emotional and personality factors be taken into

account as well as the intellectual, physical, and moral qualifications of the applicant. The physical health of students should be assessed at the time of admission and at least once a year thereafter.

The report recommended that students be housed in accommodation separate from the hospital or in a part of the hospital separated from patient care areas, which would allow privacy and a place for studying and cultural recreation (Weir, 1932). Recommendations regarding discipline and the supervision of students' social life suggested that the administrative posture regarding student affairs was primarily regulatory in nature.

Recommendations were also made concerning the upgrading and expansion of two other services. The survey results indicated a need to develop a more standardized system of record keeping. Library facilities needed to be improved and expanded to include more nursing texts and general reading materials (Weir, 1932).

During the 1960s, the results of two surveys of nursing education in Canada were published. Both surveys included a review of non-academic student services available in hospital based diploma nursing programs.

The first of these, The Pilot Project for Evaluation of Schools of Nursing, examined schools of nursing in Canada to assess their readiness for a program of national voluntary accreditation (Mussallem, 1960). Twenty-five schools of nursing representative of the types of schools and programs then available in Canada were selected for inclusion in the study. The methods used for data collection were mailed questionnaires and visits by the survey team to each of the schools. Student policies and services were assessed in the areas of student selection, student

organization, counselling program, student health service, residence and dining facilities, and financial aid.

It was found that approximately half of the schools surveyed had no defined admission or selection policies other than the requirements specified by provincial statutes. Few schools used testing procedures as part of their selection process. Most schools had a student organization with a formal constitution and bylaws, but the organization had limited responsibility regarding residence conditions and other activities of student life.

Although the need for student counselling was well recognized, most schools did not have a formal counselling service and were not in favor of establishing such a program. Counselling was provided as needed by the school administrative and instructional personnel, the residence supervisor, and the health office staff. Referrals were made to psychologists, psychiatrists, and the clergy as necessary. The survey team questioned the effectiveness of this approach to counselling.

The residence, dining, social and recreational facilities available in just under half the schools were considered satisfactory. In most schools, the director and/or the faculty made the final decisions regarding residence rules; the rules and regulations tended to be rigid and restrictive. In many schools, there was a trend towards allowing students to live in outside accommodation under certain circumstances.

Health services for students were considered to be functioning adequately. Services were provided either by the school or in conjunction with the hospital health service. Pre-admission, admission, and yearly health examinations were required of all students.

Financial assistance was available for students during their program. This assistance was usually in the form of small bursaries or loans. In many schools, students received a monthly stipend.

The second survey was a study of nursing education commissioned by the Royal Commission on Health Services (Mussallem, 1965). The purpose of this study was "to examine, describe, and analyse formal educational programmes for nurses and make proposals for needed changes" (Mussallem, 1965:2). All schools of nursing were included in the survey. Data were collected by means of questionnaires, interviews, attendance at relevant meetings, and consultation with key personnel in both the health and educational fields. The results of the survey suggested that in some areas of student personnel services, few changes had occurred since the 1960 survey.

Student selection in all schools was based on provincial statutory regulations. Most schools gave preference to applicants whose qualifications exceeded the minimum requirements. Library facilities, containing both nursing and general reading materials were available, but most were inadequate for the needs of the educational program and were without the services of either a full-time or part-time librarian. Health services were available in all schools, and a comprehensive health care program was provided.

Student counselling was provided by instructors, the residence director, health office personnel, or the clergy, and most schools had a psychologist or a psychiatrist available if needed. Most schools did not favor the establishment of a formal or structured counselling service.

Residence accommodation was provided for all students, with most schools requiring that students lived in residence for either the total program length of a specified portion thereof. The quality of the accommodation varied among schools and many had restrictive rules and regulations which provided little opportunity for the individual and personal growth of the student. It was suggested that the requirement that students live in residence should be reviewed.

In the mid 1970s, Weinstein, Brown and Wahlstrom (1979) conducted a study relating admissions and selection procedures currently in use in college diploma nursing programs in Ontario to the programs' success rate. The procedures and methods of particular interest were secondary school transcripts, personal interviews, pre-admission questionnaires and standardized tests. At the time of the study, concerns regarding the attrition rate in college nursing programs and the need to identify selection procedures which had some predictive value were being expressed within the nursing community.

Of the selection procedures and methods evaluated in the study, performance in secondary school senior level science courses was found to be an indicator of success. Standardized tests were also found to be of value, especially as a means of identifying areas for remediation. The usefulness of personal interviews was questioned and pre-admission questionnaires were found to be of limited value, except as a means of screening for potential problems of a personal nature.

Gray (1978) conducted a study at one diploma nursing program examining the effectiveness of two pre-admission tests in selecting students for admission and predicting their success in the nursing

program. In the study, the relationships between scores on the two tests and reasons for leaving the program, course final examination marks and marks on the provincial nurse registration examination were explored. The tests used were the standardized Iowa Silent Reading Test and a non-standardized Mathematics test developed at the parent college.

Gray (1978) found that a statistically significant relationship existed between performance on the two tests and successful completion of the nursing program. Although a general trend suggesting that graduates with higher scores on the pre-admission tests tended to have higher marks on end of course examinations was found, the relationship was not statistically significant. No relationship between scores on the pre-admission tests and the nurse registration examinations was found. Gray concluded that the Reading and Mathematics tests had potential for selecting for admission applicants best qualified to successfully complete the nursing program.

Summary

This chapter presented a selected review of literature related to student personnel services. A brief overview of the development of student services was provided, conceptualizations of student services were described and relevant research in both general postsecondary and nursing education was reviewed.

CHAPTER 3

Methodology

The main focus of this study was to examine the student services available in one hospital based diploma nursing program. In order to achieve this purpose, information about the available services was obtained. Faculty and students were asked for their perceptions of the services and to estimate the extent to which they were involved in or used the services. The prime consideration in selecting a hospital based nursing program was that, in this setting, the school itself is responsible for the establishment and provision of student services. This is in contrast to nursing programs in a college or university setting, where student services are established and provided by the institution rather than the nursing school.

The Sample

The sample for this study was selected from the faculty members and students at one hospital based diploma nursing program. The nursing program at the school spans two and a half academic years. At the time the study was conducted, only students enrolled in the first and second years of the program were in attendance at the school. All the first and second year students in attendance at the time of data collection were included in the sample. In order to compare faculty and student perceptions of the services, all faculty members with teaching responsibilities in the first two years of the program were included. A total of one hundred and sixty-three students and twenty-six faculty were included in the sample.

Instrumentation

An Inventory of Selected School Functions was used to collect data pertaining to the student services at the school of nursing. Inventories previously used by Hendry (1974, 1977) and Bryce and McIntosh (1974) were modified to fit the purposes of this study. The modification consisted of the deletion of the student service functions which were not applicable to the situation at the school of nursing. Information obtained from the school calendar, student handbook, and interviews with key school personnel served as a guide in determining which functions should be retained and which should be deleted. Since the school has a set curriculum, functions pertaining to course selection and career choice were omitted. Sixteen student service functions applicable to the program at the school of nursing were included in the Inventory. For each function, the dimensions of scope, quality, importance, and involvement/use were assessed. Two forms of the Inventory, one for distribution to the faculty and the other for distribution to the students, were used. The two forms of the Inventory are presented in Appendix A.

Respondents were asked to indicate their perception of the scope, quality, and importance of each of the sixteen functions. A five-point scale was used for each of these dimensions. Since one of the objectives of the study was to determine the respondents' knowledge concerning the available services, a "Do Not Know" response category was included for the scope and quality dimensions. It was anticipated that the inclusion of this response category would also reduce the number of non-responses for these two dimensions.

For the scope dimension, respondents were asked to indicate their perception of the range of activities performed by the school for each of the functions. The five response choices for this dimension were very broad, broad, moderate, limited, and very limited. The five quality dimension response choices were very good, good, satisfactory, poor, and very poor. Respondents were asked to use these choices to indicate their perception of how effectively the school performed each function. For the importance dimension, respondents were asked to indicate their opinion of how important it was for the school to carry out the activities associated with each function. The following five response choices were available: high importance, quite important, moderate importance, some importance, and low importance. For the involvement/use dimension, respondents were asked to indicate the extent to which they were involved in or used the student services at the school. The response choices for this dimension on the faculty Inventory were frequently, occasionally, and never. For the student Inventory, the response choices were frequently, occasionally, once, and never. The choice of once was included as some of the functions occurred mainly once a year, and students in the first year of the program would have had only one opportunity to become involved in these functions.

Included in both forms of the Inventory were items requesting demographic information and open-ended responses. Faculty were asked to indicate in which year of the program they were presently teaching. Students were asked to indicate their year in the program, their home town population, and whether or not they lived in the residence accommodation available at the school. The demographic data were used to

establish groups for comparative data analysis in Chapter 6. The student Inventory also contained school orientation items which requested students to indicate whom they would first seek assistance from under specified circumstances. Both forms of the Inventory provided space for the respondents to specify other student service activities which they felt the school should provide.

The Inventories were reviewed by two former nursing faculty members and three recent graduates of the school program. The reviewers were requested to complete the Inventories and to comment on the content and clarity of the items. Minor modifications in the Inventories were made as a result of the reviewers' responses and comments.

A covering letter and a form which respondents could use to request a summary of the research results were attached to each Inventory. The covering letter briefly explained the purpose of the study and requested participation in the study. The covering letters and request forms are presented in Appendix B.

Data Collection

Permission was obtained from the director of the school of nursing to conduct the study at the school. With the assistance of the director, arrangements were made to distribute the Inventories to the first and second year students during a scheduled class period. Prior to the start of the class, the purpose of the study was explained to each group of students and a request for participation was made. Assurance of the confidentiality of responses was given. The Inventories were then distributed. Time was provided at the end of the class period for the

students to complete the Inventory. The completed Inventories were collected as students left the class.

Faculty Inventories were distributed to the individual faculty member's mailbox in the school office. A collection box for completed Inventories was provided in the school office. Two weeks following the initial distribution of the Inventories, a follow-up memo on School of Nursing letterhead was distributed to faculty mailboxes. The memo requested faculty to complete the Inventory if they had not already done so, and thanked those who had already completed and returned the Inventory.

Interview Data

Arrangements were made through the director to conduct interviews with key school personnel. The data obtained provided a basis for describing the services available to students at the school of nursing. The interview schedule developed by Bryce and McIntosh (1974) was adapted for the purposes of this study. The interview format included both scheduled items and open response items. The purposes of the study and the interview were explained to each respondent prior to the start of the interview and assurance of the confidentiality of responses was given. Each interview was concluded by asking the respondent if there was any need for change in the services available at the school. The Interview Schedule is presented in Appendix C.

Response Data

A total of one hundred and sixty-three student Inventories and twenty-six faculty Inventories were distributed. A total of one hundred

and sixty student Inventories were returned for a response rate of 98.2 percent. Of these, ninety-two were completed by first year students and sixty-eight were completed by second year students. Sixteen faculty Inventories were returned for a response rate of 61.5 percent. One faculty Inventory was unusable and was not included in the data analysis. Of the faculty Inventories included in the data analysis, six were completed by first year faculty and nine by second year faculty.

Analysis of Data

Each response for the dimensions of scope, quality, importance, and involvement/use was assigned a numeric value according to the following scales.

Scope

5 - very broad
4 - broad
3 - moderate
2 - limited
1 - very limited
0 - do not know

Quality

5 - very good
4 - good
3 - satisfactory
2 - poor
1 - very poor
0 - do not know

Importance

5 - high importance
4 - quite important
3 - moderate importance
2 - some importance
1 - low importance

Involvement (Faculty)

3 - frequently
2 - occasional
1 - never

Involvement/Use (Student)

4 - frequent
3 - occasional
2 - once
1 - never

The mean score and standard deviation for each item in the Inventories were determined for the dimensions of scope, quality, and importance. The relative frequency percentage, mean score and standard deviation of each item in the involvement/use dimension were determined. The relative frequency of "Do Not Know" responses regarding the scope and quality of the services was determined for the faculty and student respondent groups. Relative frequency percentages were determined for the open response items and for the student demographic and school orientation data.

The following ranges were applied to interpret the mean scores for each response category of the scope, quality, and importance dimensions.

4.50 to 5.00 - very broad scope, very good quality, and high importance

3.50 to 4.49 - broad scope, good quality, and quite important

2.50 to 3.49 - moderate scope, satisfactory quality, and moderate importance

1.50 to 2.49 - limited scope, poor quality, and some importance

1.00 to 1.49 - very limited scope, very poor quality, and low importance

The following ranges were used to interpret the mean scores for the involvement/use dimension.

Faculty	Student
2.50 to 3.00 - frequent	3.50 to 4.00 - frequent
1.50 to 2.49 - occasional	2.50 to 3.49 - occasional
1.00 to 1.49 - never	1.50 to 2.49 - once
	1.00 to 1.49 - never

Faculty and student respondents were assigned to groups according to the demographic factors previously outlined in the chapter. A t-test was used to identify differences in group perceptions of the student service functions which were statistically significant beyond the 0.05 level. No comparison between faculty and student groups was carried out for the involvement/use dimension as the response categories on the two Inventories were not parallel for this dimension.

Summary

The sample for this study consisted of the faculty and students involved in the first two years of one hospital based diploma nursing program. Key school personnel were interviewed in order to obtain information about the student services available at the school of nursing. An Inventory of Selected School Functions was used to determine faculty and student perceptions of the scope, quality, and importance of the functions, and the extent to which they were involved in or used the available services. Relative frequencies, mean scores, and standard deviations were used in analyzing the data. The sample was divided into groups on the basis of specified demographic factors, and a t-test was used to identify significant differences among the groups.

CHAPTER 4

Interview Data

Interviews were conducted with key school personnel in order to gather information about the student services available at the School of Nursing. In the beginning of each interview, the purpose of the study and the interview were explained to each respondent, and assurance was given regarding the confidentiality of the information provided.

Recruitment

The school carries out a variety of activities directed towards recruiting suitable applicants for the nursing program. These activities include responding to all requests for information regarding the nursing program, contacting area secondary schools to arrange for faculty representatives to speak to students interested in a nursing career, and conducting an annual Open House at the school. The registrar has the main responsibility for organizing and coordinating recruitment activities. An information brochure and application forms are sent to those enquiring about the nursing program, and an interview is conducted with prospective students. Secondary school counsellors are contacted to make arrangements for school visits by faculty members. On the average, twenty-five school visits are arranged annually, and faculty representatives speak to approximately one hundred and fifty students. The annual Open House is advertised and provides prospective students with information about nursing and the school's program. Open House activities include a tour of the residence accommodation and the school

facilities. Students already enrolled in the nursing program conduct these tours and answer enquiries about the program. Administrative personnel and faculty members are available to answer questions. The Health Office has an occasional involvement with student recruitment, if the applicant has a health related problem which requires assessment.

Selection

Selection of applicants for the nursing program is based on pre-established criteria and an interview with the applicant. The registrar, school administrative personnel, and a Selections Committee, composed of seven faculty members representing all levels of the nursing program, are involved in the selection process. Prospective students complete a self-health inventory and a questionnaire, and provide references, information about previous work experience, and an official academic transcript. Once this information has been received by the school, applicants take part in a group interview. The group, composed of two members of the Selections Committee and four prospective students, has an information sharing focus. Individual interviews may be requested by the applicant or by the school. The Selections Committee makes recommendations to the Director of Nursing Education regarding the suitability of the applicant. Standardized testing of applicants is not performed routinely, but it may be requested in some cases by the school.

Orientation

Orientation of new students to the school consists of both formal activities planned and conducted by the school and informal social activities arranged by students already in the nursing program. During the first two weeks of the school year, orientation to the curriculum and program is provided in scheduled sessions presented by school staff. Provision is also made for study skill sessions for the students. A representative from Health Services informs the new class of the services available through the health office. Since the school is small in size, students are encouraged to walk around to locate the different classrooms and laboratories. The librarian provides orientation to the school library in a scheduled session. The residence supervisor talks to incoming students about the rules and regulations governing the residence accommodation and the facilities available in the residence. Orientation to being a student is provided primarily by the students already in the program. New students have a "Big Sister" from the preceding class, and a variety of planned social activities help the new students get acquainted and feel at ease.

Registration

Registration of incoming students occurs on the first day of the academic year, and involves the registrar, Director of Nursing Education, Assistant Director of Nursing Education, First Year Coordinator, and school office personnel. The registrar has the main responsibility for organizing the registration activities and for ensuring the collection and distribution of all necessary information. Stations are set up in a

central area, and students move from station to station to complete their registration. Each student receives an identification tag and an information package, including the schedule for the first week of the nursing program. Tuition fees are collected, textbooks distributed and paid for, and appointments made for a medical examination and chest x-ray. Any information missing from a student's file is collected by the registrar. Since the school operates on a prescribed curriculum, no course selection is required.

Financial Assistance

Each student receives information regarding sources of financial assistance prior to registration; these sources are also listed in the calendar supplement. Additional information and application forms for student loans are available from the registrar.

Health Services

Health services are available to all students through the hospital's Employee Health Service. Services provided include pre-entrance and annual medical examinations, laboratory and x-ray facilities, an on-going immunization program, a first aid treatment program, a tuberculosis screening program, and counselling for both personal and school related problems. Referrals are made to other hospital departments or to outside agencies as necessary. The services of a physician are also available through the Health Service, but students may chose to have their own physician. Students may be referred to the Health Service by the school

physician. Students may be referred to the Health Service by the school office, faculty members, or the residence supervisor, or they may go on their own. There is no cost to the student for treatment provided by the Employee Health Service, but students are responsible for their own dental care.

Counselling

Counselling for students experiencing personal problems is available through a part-time counsellor employed by the school or through the Employee Health Service. The counsellor position was initiated at the request of the students. Referrals to the school counsellor may be made by administrative personnel, faculty members or students may make appointments with the counsellor on their own. Both small group and individual counselling sessions are conducted. The counsellor and the Employee Health Service may refer students to other hospital departments or to outside agencies as necessary. Other sources of assistance, such as the hospital's Social Service Department and the hospital chaplains are also available to students.

Faculty members, the school counsellor, and the Employee Health Service may be involved in assisting students with difficulties related to classroom and/or clinical performance. The counsellor conducts sessions addressing areas such as anxiety reduction techniques, biofeedback, vocational counselling, career testing, study skills and communication skills. The Health Service becomes involved if it is suspected that a physical cause, such as visual or hearing problems, is contributing to the student's difficulties.

Housing and Food Services

The hospital provides residence accommodation for female students at no charge to students who wish to live in the residence. The residence supervisor or a "house mother" is available in the residence on a twenty-four hour basis. The Health Office conducts periodic walk-through inspections of the residence to assess the safety of the facilities.

At present, the school has no resources to assist students in finding out-of-residence accommodation, although assistance may be given to male students if requested. To date, no requests for such assistance have been received, but there may be a need for the school to provide such assistance in the future as the numbers of male and mature students in the program is increasing. The residence bulletin board is used to inform students of available outside accommodation.

Food services are available in the hospital cafeteria and coffee shop at an estimated cost of eight dollars a day for three meals. A snack room, tuck shop, and vending machines are located in the residence for the students' use.

Student Self-government

Students select a faculty member to provide assistance to the Student Council. The responsibilities of this advisor include attending council meetings, providing assistance with the council elections, giving suggestions and advice in planning social and fund raising events, and acting as a communication link between students and faculty and administration when appropriate. A representative from the Student Council speaks to each incoming class of students during their

orientation to the school. Typing and xeroxing services are available to the council through the school office.

A Student Liaison Committee at the school, composed of a representative from each class, meets with the Assistant Director of Nursing Education to discuss student concerns related to the nursing program.

Recreational Activities

Recreational activities are under the auspices of the Student Council and the residence. Students plan and organize social and sports activities, with assistance from the student advisor and Health Office when requested. The residence gymnasium, tennis courts, and sports equipment are available for student use. Faculty participation in social and sports events is voluntary.

Student Records

The school maintains a file for each student which contains admission data such as high school transcripts and references, information on academic and clinical performance during the nursing program, and a record of sick time during the program. The Health Office also maintains a file for each student. Although the registrar, secretarial staff and faculty are all involved in recording information for student files, the registrar has the main responsibility for ensuring that the files are complete.

A demographic profile is maintained for each class entering the nursing program, and a Follow-up Study of new graduates assists the school in assessing the effectiveness of its program.

Graduate Placement

At the present time, no formal graduate placement service exists. The hospital traditionally employs approximately half of the graduating class, and the Director of Nursing Education works with the hospital personnel officer in this regard. Students have time to meet with and be interviewed by hospital Nursing Service representatives, and references and transcripts are sent to outside agencies as requested. During the final segment of the nursing program, students receive information regarding the different career opportunities in nursing; they also receive assistance in preparing a resume, and how to apply for a position in nursing.

Other Services Available

Information regarding the services available at the school is provided in the student handbook and the calendar supplement which each student receives upon entry into the nursing program.

In addition to the services previously outlined, a full-time librarian assists students in using the nursing library facilities and other resources in researching information. Students also have access to other libraries and resources through interlibrary loans arranged by the librarian. A laboratory assistant helps students practice and review clinical nursing skills.

When asked if there were other services which the school should provide for students, the personnel interviewed indicated a need for a full-time student counsellor with a nursing background, and a formalized recreational program for the students.

Summary

School personnel involved in the provision of student services were interviewed to obtain information about the services available to students at the School of Nursing. The school provides services in the areas of applicant recruitment, applicant selection, orientation, registration, financial assistance, counselling, student self-government, and student records. Health related services are provided in conjunction with the hospital. Although no formalized services for graduate placement and out-of-residence housing exists, assistance is available in these areas as requested. Recreational facilities, residence accommodation, and food services are available through the hospital. The personnel interviewed indicated a need for expansion of the counselling services and for a formal recreational program.

CHAPTER 5

Group Profiles

The descriptive data obtained by the survey are presented in this chapter. The group mean scores and standard deviations for scope, quality, importance, and involvement/use of student service functions are presented for both the faculty and student groups. Categories resulting from the mean score ranges as outlined in Chapter 3 are used for definitional and discussion purposes. The discussion of the faculty and student group profiles centers on those functions rated highest and lowest for the dimensions of scope, quality, importance, and involvement.

Relative frequency percentages are used to discuss group responses to the open-ended questionnaire items.

Scope

The scope dimension of the questionnaire asked respondents to indicate their perception of the degree to which the school performed a range of activities associated with each of the sixteen student service functions. Respondents were asked to indicate their perceptions on a five-point scale ranging from very limited to very broad. A "Do Not Know" response category was available to respondents.

Faculty Perceptions

The mean scores and standard deviations for the faculty perceptions of the scope of student service functions are presented in Table 1. No function was perceived to be either very broad or very limited in scope.

Table 1

Faculty Perceptions of Scope of Student Service Functions
N=15

Function	Mean	Rank	S.D.
Pre-entrance Information	3.60	6	1.06
Applicant Appraisal	3.80	5	1.01
Applicant Consultation	3.36	7.5	.93
Student Orientation	4.13	2	.84
Student Registration	3.93	3.5	1.10
Student Records	4.27	1	.80
Student Advisory	3.93	3.5	.96
Student Counselling	2.67	12	1.29
Recreational Activity	2.14	15	1.10
Student Self-government	2.31	14	.75
Health Service	3.00	11	.93
Financial Assistance	3.15	10	1.07
Housing	3.36	7.5	1.39
Out-of-residence Housing	1.78	16	.67
Graduate Placement	2.42	13	1.16
Student Personnel Evaluation	3.21	9	1.31

Six functions, Pre-entrance Information, Applicant Appraisal, Student Orientation, Student Registration, Student Records, and Student Advisory were categorized by the respondents as being broad in scope, with mean scores falling within the 3.50 to 4.49 range. The broadest range of activities was associated with the Student Records function with a mean score of 4.27. Student Orientation was ranked second in this category with a mean score of 4.13.

Applicant Consultation, Student Counselling, Health Service, Financial Assistance, Housing, and Student Personnel Evaluation were perceived to be moderate in scope, with mean scores ranging from 3.36 for Housing and Applicant Consultation, to 2.67 for Student Counselling.

The remaining four functions, Recreational Activity, Student Self-government, Out-of-residence Housing, and Graduate Placement were rated as being limited in scope. Out-of-residence Housing was perceived to be the most limited, with a mean score of 1.78. The Recreational Activity function was rated second narrowest in scope, with a mean score of 2.14.

Agreement among faculty respondents was highest regarding the scope of the Out-of-residence Housing and Student Self-government functions. The respective standard deviations were .67 and .75. There was least agreement among respondents regarding the scope of the Housing function (1.39). There was also a low degree of consensus regarding the scope of Student Personnel Evaluation and Student Counselling activities. The standard deviations for these two functions were 1.31 and 1.29, respectively.

"Do Not Know" responses for the dimension of scope were recorded for eight of the sixteen functions. The relative frequency percentage of this response is presented in Table 2. Faculty indicated this response most frequently for the Out-of-residence Housing function (40%).

Student Perceptions

The mean scores and standard deviations for the student perceptions of the scope of the sixteen functions are presented in Table 3. None of the functions was categorized as being either very broad or very limited in scope. Two functions, Student Self-government and Housing, were perceived to be broad in scope. Student Self-government was rated as having the broadest scope, with a mean score of 3.58, and Housing had a mean score of 3.54.

Applicant Consultation, Student Counselling, and Out-of-residence Housing were categorized as being limited in scope, with mean scores falling within the 1.50 to 2.49 range. Of these, Out-of-residence Housing was perceived to have the narrowest scope (1.81). The remaining eleven functions had mean scores within the moderate range of 2.50 to 3.49. Graduate Placement bordered on the limited range with a mean score of 2.53.

Students were most in agreement regarding the scope of Pre-entrance Information and Student Registration. The respective standard deviations for these two functions were .78 and .82. There was least agreement among respondents regarding the scope of Graduate Placement (1.19) and Health Service (1.17).

Table 2

Relative Frequency Percentage of "Do Not Know" Responses For Scope of Student Service Functions

Function	Faculty N=15	Students N=160
Pre-entrance Information		24.4
Applicant Appraisal		20.0
Applicant Consultation	6.7	16.2
Student Orientation		3.7
Student Registration		3.7
Student Records		11.9
Student Advisory		1.2
Student Counselling		14.4
Recreational Activity	6.7	1.2
Student Self-government	13.3	3.1
Health Service		3.7
Financial Assistance	13.3	25.6
Housing	6.7	5.6
Out-of-residence Housing	40.0	56.9
Graduate Placement	20.0	54.4
Student Personnel Evaluation	6.7	19.4

Table 3

Student Perceptions of Scope of
Student Service Functions
N=160

Function	Mean	Rank	S.D.
Pre-entrance Information	2.86	10	.78
Applicant Appraisal	3.12	6	.92
Applicant Consultation	2.43	14	.97
Student Orientation	3.23	4	.92
Student Registration	3.01	7	.82
Student Records	2.84	11	1.15
Student Advisory	3.39	3	1.03
Student Counselling	2.38	15	.95
Recreational Activity	2.89	8.5	1.12
Student Self-government	3.58	1	.91
Health Service	3.21	5	1.17
Financial Assistance	2.65	12	1.01
Housing	3.54	2	.98
Out-of-residence Housing	1.81	16	.90
Graduate Placement	2.53	13	1.19
Student Personnel Evaluation	2.89	8.5	1.03

"Do Not Know" responses were recorded for all sixteen functions and are presented in Table 2. Students indicated this response most frequently for the Out-of-residence Housing (56.9%) and Graduate Placement (54.4%) functions.

Quality

Respondents were asked to judge the quality of each of the student service functions on a scale ranging from very poor to very good. A "Do Not Know" response category was also available to respondents.

Faculty Perceptions

The mean scores and standard deviations for the faculty ratings regarding the quality of the sixteen functions are presented in Table 4. No function was judged by the respondents to be of either very good or very poor quality.

The quality of six functions, Pre-entrance Information, Applicant Appraisal, Student Orientation, Student Registration, Housing and Student Records was perceived to be good, with mean scores ranging from 3.50 to 3.93. The Student Records function was judged to be the most effectively performed, with a mean score of 3.93.

Two functions were rated as being poor in quality. Student Counselling was rated lowest, with a mean score of 2.29. Out-of-residence Housing was also judged to be of poor quality (2.40). The quality of the remaining eight functions was perceived to be satisfactory, with mean scores falling within the 2.50 to 3.49 range.

Agreement among faculty regarding the quality of the student service functions was greatest for the Financial Assistance function (.49).

Table 4

Faculty Perceptions of Quality of
Student Service Functions
N=15

Function	Mean	Rank	S.D.
Pre-entrance Information	2.60	4	1.12
Applicant Appraisal	3.53	5	1.06
Applicant Consultation	3.31	8	1.03
Student Orientation	3.71	2	1.14
Student Registration	3.67	3	.90
Student Records	3.93	1	1.03
Student Advisory	3.40	7	1.18
Student Counselling	2.29	16	.73
Recreational Activity	2.80	14	.92
Student Self-government	2.82	13	.87
Health Service	3.21	10	.89
Financial Assistance	3.33	9	.49
Housing	3.50	6	.86
Out-of-residence Housing	2.40	15	.55
Graduate Placement	3.00	12	.82
Student Personnel Evaluation	3.08	11	.95

There was also considerable agreement among respondents regarding the Out-of-residence Housing (.55) and Student Counselling (.73) functions.

There was least agreement among faculty regarding the quality of Student Advisory activities, with a standard deviation of 1.18. Low degrees of consensus were also indicated for the Student Orientation and Pre-entrance Information functions. The respective standard deviations were 1.14 and 1.12.

The frequency percentage of "Do Not Know" responses for the quality dimension are presented in Table 5. Faculty recorded this response for eleven of the sixteen functions. This response occurred most frequently for the Out-of-Residence Housing function (66.7%).

Student Perceptions

The mean scores and standard deviations for student ratings of the quality of the student service functions are presented in Table 6. None of the functions was perceived by the respondents to be of either very good or very poor quality.

The quality of six functions was judged to be good, with mean scores ranging from 3.57 to 3.89. Student Self-government was rated highest with a mean score of 3.89. Student Advisory and Housing were also highly rated, with mean scores of 3.76 and 3.71, respectively.

Only one function, Out-of-residence Housing was perceived to be poor in quality, with a mean score of 2.18. The remaining nine functions were judged to be satisfactory, with mean scores ranging from 2.96 to 3.49.

Table 5

Relative Frequency Percentage of "Do Not Know" Responses For Quality of Student Service Functions

Function	Faculty N=15	Students N=160
Pre-entrance Information		0.6
Applicant Appraisal		8.1
Applicant Consultation	13.3	11.9
Student Orientation	6.7	5.6
Student Registration		0.6
Student Records		5.6
Student Advisory		1.9
Student Counselling	6.7	10.6
Recreational Activity	33.3	1.2
Student Self-government	26.7	1.2
Health Service	6.7	2.5
Financial Assistance	20.0	23.7
Housing	6.7	10.0
Out-of-residence Housing	66.7	53.7
Graduate Placement	33.3	52.5
Student Personnel Evaluation	13.3	1.2

Table 6

Student Perceptions of Quality of
Student Service Functions
N=160

Function	Mean	Rank	S.D.
Pre-entrance Information	3.36	10	.79
Applicant Appraisal	3.69	4	.76
Applicant Consultation	3.01	13	1.07
Student Orientation	3.48	8	.93
Student Registration	3.65	5	.78
Student Records	3.38	9	1.06
Student Advisory	3.76	2	1.05
Student Counselling	3.04	12	1.12
Recreational Activity	2.96	15	.99
Student Self-government	3.89	1	.79
Health Service	3.57	6	1.13
Financial Assistance	3.18	11	.91
Housing	3.71	3	.78
Out-of-residence Housing	2.18	16	.99
Graduate Placement	2.99	14	1.00
Student Personnel Evaluation	3.49	7	.65

Agreement among students regarding the quality of the services was greatest for the Student Personnel Evaluation function (.65). There was also considerable agreement concerning the quality of Applicant Appraisal, Student Registration, Housing, Pre-entrance Information, and Student Self-government. (The standard deviations for these five functions ranged from .76 to .79.) The lowest degrees of consensus were recorded for the Health Service and Student Counselling functions. The respective standard deviations were 1.13 and 1.12.

The "Do Not Know" responses for the quality dimension are presented in Table 5. This response choice was recorded for each of the sixteen functions. The greatest percentages were recorded for the Out-of-residence Housing (53.7%) and Graduate Placement (52.5%) functions.

Importance

The importance dimension of the questionnaire asked respondents to rate the importance of each of the student service functions on a scale from low to high importance.

Faculty Perceptions

The mean scores and standard deviations for faculty perceptions of the importance of the services are presented in Table 7. None of the functions was categorized as being of low importance. Two functions were judged to be highly important. The Student Records function was rated as most important, with a mean score of 4.60. The mean score for the Applicant Appraisal function was 4.53.

Table 7

Faculty Perceptions of Importance of Student Service Functions
N=15

Function	Mean	Rank	S.D.
Pre-entrance Information	4.33	4.5	.62
Applicant Appraisal	4.53	2	.64
Applicant Consultation	3.93	6	.88
Student Orientation	4.33	4.5	.90
Student Registration	3.80	8	1.21
Student Records	4.60	1	.74
Student Advisory	4.40	3	.74
Student Counselling	3.87	7	1.30
Recreational Activity	2.13	15	.92
Student Self-government	2.64	13	1.08
Health Service	3.60	10	1.06
Financial Assistance	3.47	11	1.13
Housing	2.47	14	.99
Out-of-residence Housing	1.93	16	1.00
Graduate Placement	3.00	12	1.04
Student Personnel Evaluation	3.79	9	1.05

The following eight functions were judged by faculty to be quite important: Pre-entrance Registration, Applicant Consultation, Student Orientation, Student Registration, Student Advisory, Student Counselling, Health Service, and Student Personnel Evaluation. The mean scores for these functions ranged from 3.60 to 4.40.

Three functions, Student Self-government, Financial Assistance, and Graduate Placement, were rated as being moderately important, with mean scores ranging from 2.67 to 3.18. The remaining three functions were perceived to be of some importance. Out-of-residence Housing was judged to be the least important function, with a mean score of 1.93. The two other functions in this category, Recreational Activity and Housing, had mean scores of 2.13 and 2.47, respectively.

A high degree of consensus among faculty respondents was indicated for four of the functions. Agreement was highest for the Pre-entrance Information function, with a standard deviation of .62. The standard deviation for Applicant Appraisal was .64. Student Records and Student Advisory both had standard deviations of .74.

There was least consensus among respondents regarding the importance of Student Counselling. The standard deviation for this function was 1.30. There was also a low degree of consensus among respondents regarding the importance of two other functions, Student Registration and Financial Assistance. The standard deviations for these functions were 1.21 and 1.13, respectively.

Table 8

Student Perceptions of Importance of
Student Service Functions
N=160

Function	Mean	Rank	S.D.
Pre-entrance Information	3.17	15	1.09
Applicant Appraisal	4.01	6.5	.98
Applicant Consultation	3.79	11	.98
Student Orientation	3.89	9	.86
Student Registration	3.45	14	.97
Student Records	4.18	3	.88
Student Advisory	4.66	1	.69
Student Counselling	3.92	8	1.03
Recreational Activity	3.58	13	.90
Student Self-government	3.66	12	1.05
Health Service	4.15	4	.97
Financial Assistance	4.01	6.5	.99
Housing	4.06	5	.97
Out-of-residence Housing	2.92	16	1.23
Graduate Placement	4.44	2	.92
Student Personnel Evaluation	3.88	10	1.03

Student Perceptions

The means scores and standard deviations for the student perceptions of the importance of the student service functions are presented in Table 8. No function was categorized by the respondents as being of either low or only some importance.

Only one function, Student Advisory, was classified as being of high importance. The mean for this function was 4.66. Twelve functions were categorized as being quite important, with mean scores falling within the 3.50 to 4.49 range. The Graduate Placement function was rated second highest in importance, with a mean score of 4.44.

Pre-entrance Information, Student Registration, and Out-of-residence Housing were judged to be moderately important, with means within the 2.50 to 3.49 range. The function rated to be the least important was Out-of-residence Housing (2.92).

The standard deviation of .69 indicates a high degree of consensus among students regarding the rating of the Student Advisory function. Standard deviations of .86 and .88 for Student Orientation and Student Records suggest considerable agreement among respondents also about the importance of these functions. The lowest degree of consensus among students occurred for Out-of-residence Housing, with a standard deviation of 1.23. The second lowest degree of consensus occurred for Pre-entrance Information (1.09).

Involvement

For this dimension, faculty respondents were asked to estimate the extent to which they performed tasks associated with the student service

functions. Responses were indicated on a scale of never, occasionally, and frequently. Student respondents were asked to estimate the extent to which they were involved in or used the student services. The student response categories were never, once, occasionally, and frequently.

Faculty Perceptions

The relative frequency percentages for faculty involvement in the student service functions are presented in Table 9.

A majority of respondents indicated frequent involvement in two functions, Student Records (86.7%) and Student Advisory (73.3%). The third highest level of involvement occurred in Student Orientation activities (46.7%). The majority of faculty respondents indicated only occasional involvement in Pre-entrance Information (60%). Student Counselling activities showed a 46.7 percent of occasional involvement by faculty members.

Respondent involvement in nine of the functions was limited. Respondents indicated either occasional (40%) or no involvement (53.3%) in Recreational Activity. Recreational facilities are available through the school residence, and faculty participation in these activities is voluntary. Health Service is provided through the hospital Employee Health Office, and faculty involvement consists primarily of referring students as required. Forty percent of the respondents indicated an occasional involvement, but 53.3 percent recorded no involvement at all. Respondents indicated either occasional (33.3%) or no involvement (46.7%) in the activities associated with Student Personnel Evaluation.

Table 9

Frequency Percentage of Faculty Perceptions of Involvement in Student Service Functions N=15

Function	Frequent	Occasional	Never
Pre-entrance Information	20.0	60.0	20.0
Applicant Appraisal	33.3	6.7	60.0
Applicant Consultation	13.3	20.0	66.7
Student Orientation	46.7	26.7	26.7
Student Registration	6.7	13.3	80.0
Student Records	86.7	13.3	
Student Advisory	73.3	26.7	
Student Counselling	26.7	46.7	26.7
Recreational Activity	6.7	40.0	53.3
Student Self-government	6.7		93.3
Health Service	6.7	40.0	53.3
Financial Assistance		20.0	80.0
Housing			100.0
Out-of-residence Housing			100.0
Graduate Placement		20.0	80.0
Student Personnel Evaluation	13.3	33.3	46.7

In regards to the Applicant Appraisal and Applicant Consultation functions, 66 and 66.7 percent of faculty respondents, respectively, indicated that they had no involvement in the activities associated with these services. These percentages reflect the presence of the school Selections Committee which has the main responsibility for interviewing and selecting applicants for admission into the nursing program.

Eighty percent of the respondents indicated that they were never involved with Graduate Placement, Financial Assistance, or Student Registration. Information regarding sources of financial assistance is available in the student handbook and through the office of the registrar. No formal graudate placement service exists at the school. The activities associated with this function consist mainly of providing transcripts and references, and providing an opportunity for graduating students to meet with nursing service representatives from the hospital. Although individual instructors may be requested to provide references, the main activities associated with Graduate Placement are carried out by administrative and school office personnel. The registrar has the main responsibility for organizing student registration, and the activities associated with the registration function are handled primarily by the administrative and school office personnel.

Faculty involvement in Student Self-government was also very limited, with 93.3 percent of the respondents indicating they were never involved in these activities. A faculty member is appointed each year to act as Student Advisor and provide assistance to the Student Council.

None of the respondents indicated any involvement with either Housing or Out-of-residence Housing. The residence is maintained and governed by the hospital, and no formal service to assist students to find outside living accommodation exists at present.

Student Perceptions

The relative frequency percentages for student involvement in or use of the student services are presented in Table 10.

The highest degree of involvement occurred with Housing. Frequent involvement in this function was indicated by 55.6 percent of the students. This level of involvement was expected, since the majority of students live in the available residence accommodation.

The second highest level of involvement was reported for the Student Self-government function. The majority of respondents indicated either frequent (20.6%) or occasional (45%) involvement in Student Self-government activities. Students were also quite involved with Recreational Activity, Student Advisory, and Health Service, with 45 to 55.6 percent of respondents reporting occasional involvement in these functions.

A majority of respondents indicated a one-time involvement in Student Registration (56.9%). A fairly large number of respondents also indicated a one-time involvement in Applicant Appraisal (40%) and Student Orientation (39.4%). The activities associated with these functions occur mainly once a year.

Student involvement in the remaining eight functions was limited. The majority of respondents indicated either occasional or no

Table 10

Frequency Percentage of Student Perceptions
of Involvement/Use of Student Service Functions
N=160

Function	Frequent	Occasional	Once	Never
Pre-entrance Information	1.9	25.0	16.2	43.1
Applicant Appraisal	4.4	8.1	40.0	36.9
Applicant Consultation	1.9	10.0	37.5	40.0
Student Orientation	15.6	23.1	39.4	10.0
Student Registration	3.7	13.7	56.9	10.6
Student Records	15.6	25.0	9.4	31.9
Student Advisory	11.2	50.0	11.9	16.9
Student Counselling	2.5	16.9	8.7	60.0
Recreational Activity	11.2	55.6	3.7	20.0
Student Self-government	20.6	45.0	6.3	16.9
Health Service	4.4	50.6	21.2	13.1
Financial Assistance	5.0	11.9	18.1	53.7
Housing	55.6	13.1	2.5	17.5
Out-of-residence Housing	1.2	1.9	1.2	78.1
Graduate Placement	1.9	5.6	3.7	69.4
Student Personnel Evaluation	7.5	31.3	7.5	36.9

involvement in Pre-entrance Information, Student Personnel Evaluation, and Student Records.

The activities associated with Applicant Consultation are carried out primarily by faculty members and school staff. Most respondents reported that they were involved either once (37.5%) or never (40.0%) in this function. A majority of students indicated that they were never involved in Graduate Placement (69.4%), Student Counselling (60%), and Financial Assistance (53.7%). Students were least involved in the Out-of-residence Housing function; 78.1 percent indicated they were never involved in this function.

Discussion of Profiles

Faculty Perceptions

The six functions rated highest by faculty on the dimensions of scope, quality, and importance are all related to the formal educational aspects of the nursing program. The Student Records function was rated highest on the three dimensions and was the function for which faculty reported the greatest degree of involvement. There was also a high degree of consensus among faculty regarding the scope and importance of this function.

Pre-entrance Information, Student Orientation, and Student Registration were perceived to be broad in scope, of good quality, and quite important. Applicant Appraisal, while perceived to be broad in scope and of good quality, was judged to be highly important. There was considerable agreement among faculty regarding the importance of this

function. Although the Student Advisory function was perceived to be broad in scope and quite important, the quality of this function was judged to be satisfactory. Since faculty consensus regarding the quality of the student services was lowest for this function, the perceived importance of this function suggests that improvement may be needed.

Varying degrees of faculty involvement in these six functions were reported. The extent of faculty involvement appears to reflect the way in which the provision of student services is structured at the school. The majority of faculty respondents indicated frequent involvement in the activities associated with Student Records and Student Advisory. This level of involvement was expected as faculty responsibilities include assisting students with the classroom and clinical aspects of the nursing program and maintaining records of the students' progress in these areas. Involvement in Student Orientation was reported to be either frequent or occasional by most of the faculty respondents. This result was consistent with the expectation that faculty members participate in the orientation of students to the school program, policies, and procedures. The occasional involvement in Pre-entrance Information activities reported by the majority of faculty reflects faculty participation in the annual Open House and the high school visits which are part of the school's recruitment activities. Faculty involvement in both Applicant Appraisal and Student Registration was limited, since the activities associated with these functions are carried out primarily by the Selections Committee and by the school administrative and office personnel.

The low incidence of "Do Not Know" responses for the six functions rated highest suggests that the faculty have a good level of awareness of the scope and quality of the activities associated with these functions. One respondent indicated an inability to judge the quality of Student Orientation.

The activities associated with the Student Counselling function were perceived by faculty to be moderate in scope and quite important, but poor in quality. Even though there was a low degree of consensus regarding the importance of this function, there was considerable agreement about the quality, suggesting there may be a need to improve these activities.

The functions rated lowest overall by faculty for the dimensions of scope, quality, and importance were Recreational Activity, Student Self-government, Graduate Placement, and Out-of-residence Housing. The quality of Student Self-government, Graduate Placement, and Recreational Activity was judged to be satisfactory, and these functions were perceived to be of either moderate or some importance. The quality of Out-of-residence Housing was judged to be poor, and it was felt to be of some importance. There was a high degree of consensus among faculty regarding the importance of this function. These ratings of the importance suggest that faculty do not perceive an immediate need to improve the scope or quality of these four functions.

A high incidence of "Do Not Know" responses reported by faculty regarding the scope and quality of these services suggests that these are the services with which faculty are least familiar. Faculty involvement with these services was also limited, with the majority of respondents

indicating they were never involved. This result suggests that faculty perceptions of the scope and quality of these four services may be influenced by the extent of their involvement with them.

Student Perceptions

The functions rated highest by students on the dimensions of scope, quality, and importance were Student Advisory, Health Service, Housing, and Applicant Appraisal. Of these, Student Advisory was considered to be the most important, and there was considerable agreement among the students regarding this rating. With the exception of the scope dimension for the Applicant Appraisal function, the frequency of "Do Not Know" responses suggests that the students have a good level of knowledge regarding the scope and quality of these four functions. The majority of students also reported some degree of involvement in the activities associated with these functions. Student perceptions of these four functions suggest a general feeling of satisfaction with the way in which these services are provided at the school.

The Student Self-government function was perceived to have the broadest scope and the best quality of all the functions. Although the mean score for the importance of this function fell within the quite important range, it was rated eleventh in importance by the students. This suggests that the students are satisfied with the existing opportunities available for self-governing activities. Three functions, Graduate Placement, Student Counselling, and Financial Assistance, were considered to be either moderate or limited in scope and of satisfactory quality, but quite important. Student perceptions of the scope and

quality of the Graduate Placement and Financial Assistance functions could have been influenced by their awareness of and involvement in these functions. Between 23 and 54 percent of the respondents chose the "Do Not Know" response category when responding to the scope and quality of these services. The majority also reported they were never involved in these functions. This suggests that although the students consider these services to be important, they may as yet have had no need to determine the extent of these services at the school. These results also suggest that the school might consider other ways to increase the students' awareness of the activities associated with these functions.

The Student Counselling function was perceived to be limited in scope and quite important by the students. The quality of this function was judged to be satisfactory, but consensus regarding this rating was low in comparison to the quality ratings of the other functions. Although the majority of respondents indicated they were never involved in this function, this result may reflect the fact that, at present, a counsellor is available on a part-time basis. Students perceptions of this function may indicate that greater access to counselling services should be considered by the school.

Out-of-residence Housing, Recreational Activities, and Applicant Consultation were rated lowest overall for the dimensions of scope, quality, and importance. Although Applicant Consultation was perceived to be limited in scope, student responses regarding the quality, importance, and use of this function suggest that they perceive no pressing need to expand Applicant Consultation activities. The Recreational Activity function was perceived to be moderate in scope and

a majority of students reported an occasional involvement in this function. Although the quality of Recreational Activities was rated second lowest, the perceived importance of this function relative to the other functions suggests that it may not be necessary to improve the quality of the available recreational activities at this time. The frequency of "Do Not Know" responses regarding the scope and quality of these two functions indicates that most students have a good level of awareness of the activities associated with them.

Out-of-residence Housing was rated lowest of all the functions for the dimensions of scope, quality, and importance. The majority of students indicated they were unable to judge the scope and quality of this function, and 78 percent indicated they had had no involvement in Out-of-residence Housing. This may indicate that most students have had no need to seek assistance regarding out-of-residence accommodation. The rating of Out-of-residence Housing as the least important of all the functions suggests that there may not be a need for the school to initiate a formal Out-of-residence Housing service at present.

Open-ended Responses

Group responses to the open-ended questionnaire items are presented in this section. Both faculty and student groups were asked to indicate if there were any other services they felt the school should be providing. Student respondents were also requested to indicate whom they would first seek assistance from under specified circumstances. This information provided an indication of student use of certain services. The relative frequency percentages of these responses are presented in Table 11.

Faculty

When asked if there were any other services the school should provide, two faculty respondents indicated the need for a full-time counsellor to assist students with personal problems and problems related to their studies, such as stress management.

Students

When asked to indicate how they first learned of the nursing program, the most frequent responses chosen were friend (33.7%), relative (24.4%), and other sources (17.5%) such as personal inquiry, previous employment in the hospital, and contact with persons involved in health care.

The majority of respondents indicated that they would first go to a fellow student (43.8%) or an Instructor (40.0%) if they were experiencing classroom related difficulties. In regards to difficulties related to clinical performance, 78.7 percent indicated they would go to an Instructor first.

For assistance with a personal problem, a friend/relative outside of the school (55.6%) and fellow student (38.1%) were the most frequent responses. Most of the respondents (78.7%) indicated they would first seek assistance from a friend or relative if they were experiencing financial difficulties. Other sources of financial aid specified were parents and the Student Finance Board.

The most frequent sources of information about services offered by the school were the student handbook (35.0%), the Director (23.7%), and a student council representative (16.9%). Other sources listed included friends, classmates, and posted notices.

Table 11

Frequency Percentage of Student Responses on School Orientation

Question	Percent	Response
How did you first find out about this nursing program?	11.2	Nursing school open house
	1.2	Nursing school representative
	11.2	High school teacher/principal
	33.7	Friend
	24.4	Relative
	17.5	Other
To whom would you go first if you were experiencing difficulty or doubts about your classroom performance?	1.2	Director
	40.0	Instructor
	2.5	School counsellor
	43.8	Fellow student
	10.0	Friend/Relative (outside school)
	2.5	Other
To whom would you go first if you were experiencing difficulty or doubts about your clinical performance?	78.7	Instructor
	0.6	School counsellor
	18.1	Fellow student
	1.9	Friend/Relative (outside school)
	0.6	Other
To whom would you go first if you need help with a personal problem?	1.2	Instructor
	3.1	School counsellor
	38.1	Fellow student
	55.6	Friend/Relative (outside school)
	1.9	Other
To whom would you go first if you were experiencing financial difficulties?	1.9	Director
	5.0	School counsellor
	78.7	Friend/Relative
	13.1	Other

Table 11 (continued)

Question	Percent	Response
How were you informed of the student services offered by the school? (Check all appropriate responses).	23.7	Director
	6.3	Instructor
	10.6	Registrar
	16.9	Student council representative
	35.0	Student Handbook
	5.6	Other

When asked to indicate other services which the school should be providing, improved student counselling services and a recreational/ extracurricular activities program were the most frequent responses. Other responses included more time for student-instructor contact to express feelings, better orientation prior to commencement of classes, more pre-entrance information regarding the program content, more information regarding post-graduate education possibilities, and assistance in finding employment.

Summary

Student Records, Applicant Appraisal, Student Advisory, Student Orientation, Pre-entrance Information, and Student Registration were rated highest by faculty for the dimensions of scope, quality, and importance. The Recreational Activity, Student Self-government, Graduate Placement, and Out-of-residence Housing functions were rated lowest. The extent of faculty involvement in student service activities appears to be related to the way in which the provision of student services is structured at the school. Faculty were most involved in Student Records, Student Advisory, and Student Orientation, and least involved in Housing, Out-of-residence Housing, and Student Self-government.

Faculty were most in agreement regarding the scope of Out-of-residence Housing, the quality of Financial Assistance, and the importance of Pre-entrance Information. There was least agreement regarding the scope of Housing, the quality of Student Advisory, and the importance of Student Counselling.

Students rated Student Advisory, Health Service, Housing, and Applicant Appraisal highest for the dimensions of scope, quality, and importance. The functions rated lowest for the three dimensions were Out-of-residence Housing, Recreational Activity, and Applicant Consultation. Students were most involved in the activities associated with Housing, Student Self-government, and Recreational Activity. Involvement was lowest with Out-of-residence Housing, Graduate Placement, and Student Counselling.

Student consensus was highest regarding the scope of Pre-entrance Information, the quality of Student Personnel Evaluation, and the importance of Student Advisory, and lowest for the scope of Graduate Placement, the quality of Health Service, and the importance of Out-of-residence Housing.

Both faculty and student groups indicated they knew least about the scope and quality of the Out-of-residence Housing and Graduate Placement functions.

The majority of student respondents indicated that they would seek assistance from sources inside the school if they were experiencing difficulties related to their classroom or clinical performance. Sources outside of the school would be sought if financial or personal problems arose. Both the faculty and student groups expressed a need for improvement in the area of student counselling.

CHAPTER 6

Differences Among Groups

Differences in perceptions of the scope, quality, importance, and involvement/use of the student services among the respondent groups are presented in this chapter. Faculty and student respondents were assigned to groups on the basis of the demographic factors of position, year in the program, student home town population, and residence and non-residence student accommodation. The following group comparisons were made on the dimensions of scope, quality, and importance:

1. Total faculty and total student groups;
2. First year faculty and second year faculty;
3. First year students and second year students;
4. Rural students and urban students; and
5. Students living in residence and students living out of residence.

With the exception of the total faculty and total student groups, the same group comparisons were made for the involvement/use dimension. The total group comparison was omitted as the questionnaire response categories for this dimension were not parallel.

A t-test was used to determine which differences between the respondent groups were statistically significant. The discussion in this chapter centers on those differences which were statistically significant beyond the .05 level.

Scope

Group differences regarding the scope of the student services were statistically significant for eleven of the sixteen functions. Group mean scores, t-values, and probabilities are presented in Table 12.

Perceptions of the scope of the Pre-entrance Information function differed between the total faculty and total student groups and between the first and second year faculty groups. Faculty perceived the range of activities associated with this function to be broader than did the students. The respective group means were 3.60 and 2.86. Faculty members teaching in the first year of the program perceived the scope of this function to be more limited (2.83) than did second year faculty members (4.11).

The range of activities associated with the Applicant Appraisal function was perceived to be broader by the faculty group than by the student group. The faculty group mean score was 3.60, while the student group mean score was 2.86. The activities associated with Applicant Consultation were rated as being broader by the faculty group than by the student group. The group mean scores were 3.36 and 2.43, respectively.

Differences in perception of the Student Orientation function occurred between the faculty and student groups. Orientation to the school consists of formal activities related to the nursing program and expected performance standards, and informal activities designed to help incoming students become acclimatized to the school environment. Faculty respondents perceived the range of activities associated with this function to be broad in scope, with a mean score of 4.13. The student

Table 12

Group Differences Regarding the Scope of Student Service Functions

Function/Group	N	Mean	t-value	p
Pre-entrance Information				
First Year Faculty	6	2.83	-2.80	.02
Second Year Faculty	9	4.11		
Faculty	15	3.60	3.29	.00
Student	108	2.86		
Applicant Appraisal				
Faculty	15	3.60	3.39	.00
Student	115	2.86		
Applicant Consultation				
Faculty	15	3.36	3.39	.00
Student	120	2.43		
Student Orientation				
Faculty	15	4.13	3.64	.00
Student	137	3.23		
Student Registration				
Faculty	15	3.39	3.98	.00
Student	130	3.01		

Table 12 (continued)

Function/Group	N	Mean	t-value	p
Student Records				
Faculty	15	4.27	4.64	.00
Student	118	2.84		
Recreational Activity				
Faculty	14	2.14	-2.38	.02
Student	142	2.89		
Student Self-government				
Faculty	13	2.31	-4.88	.00
Student	137	3.58		
Health Service				
First Year Student	77	3.45	2.89	.01
Second Year Student	61	2.90		
Out-of-residence Housing				
First Year Student	21	2.14	2.29	.03
Second Year Student	26	1.54		
Student Personnel Evaluation				
First Year Student	60	3.08	2.19	.03
Second Year Student	50	2.66		

group perceived these activities to be more limited, with a group mean score of 3.23.

As indicated previously, the majority of the activities associated with the Student Registration function are carried out by school office and administrative personnel. The faculty group rated the scope of this function to be broader than did the student group. The respective group mean scores were 3.39 and 3.01. The activities associated with Student Records were perceived to be broader in scope by the faculty than by the students. The faculty group mean score was 4.27 and the student group mean score was 2.84.

Perceptions of the Recreational Activity function differed significantly between the student and faculty groups. Since there is no formal recreational program in operation at the school, the majority of these activities are planned by the students. The student group perceived the scope of Recreational Activities to be broader than did the faculty group, with mean scores of 2.89 and 2.14, respectively.

Differences in perception of the Student Self-government function occurred between the faculty and student groups. The student group mean score was 3.58, indicating a broad range of activities associated with this function. Faculty perceived this function to be more limited, with a group mean score of 2.31. Perceptions of the scope of the Health Service function differed between the first and second year students. The range of activities associated with this function was perceived to be broader by the first year students. The first year mean score was 3.45, and the second year mean score was 2.90.

Significant differences in perception of the scope of Out-of-residence Housing activities occurred between the first and second year students. Although both groups perceived this function to be limited, with mean scores of 2.14 and 1.54, respectively, this difference was statistically significant with a probability of .03.

Perceptions of the scope of the Student Personnel Evaluation function differed between the first and second year student groups. The range of activities associated with this function was perceived to be broader by the first year group (3.08) than by the second year group (2.66).

Quality

Differences in perception of the quality of the student service functions among the respondent groups were statistically significant for eight of the sixteen functions. The majority of these differences occurred between the student groups. Group mean scores, t-values and probabilities are presented in Table 13.

Differences in the perception of the quality of Pre-entrance Information activities occurred between the first and second year students. The first year group mean score of 3.46 was significantly lower than the second year score of 3.86. Second year students perceived the quality of the Student Orientation function to be better than did the first year students. The respective mean scores for these two groups were 3.72 and 3.30.

Table 13

Group Differences Regarding the Quality of Student Service Functions

Function/Group	N	Mean	t-value	p
Pre-entrance Information				
First Year Student	91	3.46	-3.16	.00
Second Year Student	67	3.86		
Student Orientation				
First Year Student	84	3.30	-2.76	.01
Second Year Student	65	3.72		
Student Registration				
First Year Student	91	3.44	-4.04	.00
Second Year Student	67	3.93		
Student Counselling				
Faculty	14	2.29	-2.46	.02
Student	141	3.04		
Student Self-government				
Faculty	11	2.82	-4.33	.00
Student	157	3.89		
Health Service				
First Year Student	88	3.84	3.33	.00
Second Year Student	67	3.22		

Table 13 (continued)

Function/Group	N	Mean	t-value	p
Graduate Placement				
First Year Student	31	3.26	2.15	.04
Second Year Student	35	2.74		
Student: Residence	46	2.74	-3.24	.00
Student: Non-residence	20	3.55		

Perceptions regarding the quality of the Student Registration function differed between the first and second year student groups. The quality of the activities associated with this function was rated higher by students in the second year (3.93) than by students in the first year (3.44).

Differences in perception of the quality of the Student Counselling and Student Self-government functions occurred between the faculty and student groups. The quality of both of these functions was rated higher by the student group. For the Student Counselling function, the student group mean score was 3.04 and the faculty group mean score was 2.29. Students also perceived the Student Self-government function to be of better quality than did the faculty, with respective group mean scores of 3.89 and 2.82.

Differences in the perception of the Health Service function occurred between the first and second year student groups. The quality of this function was rated higher by the first year students (3.84) than by the second year students (3.22).

Perceptions of the quality of the Graduate Placement function differed between the first and second year students, and between the residence and non-residence student groups. The activities associated with this function were rated higher by the first year students. The respective first and second year group mean scores were 3.26 and 2.74. Students living out of residence perceived this function to be of better quality than did the students living in residence (3.55 and 2.74).

Importance

Group perceptions of the importance of the student service functions differed significantly for nine of the sixteen functions. The group mean scores, t-values, and probabilities are presented in Table 14.

Perceptions of the importance of the Pre-entrance Information function differed between the residence and non-residence student groups, and between the faculty and student groups. Pre-entrance Information activities were rated as more important by students living out of residence (3.49) than by students living in residence (3.06). Pre-entrance Information activities were seen to be more important by faculty (4.33) than by students (3.17). Applicant Appraisal was perceived to be more important by the faculty (4.53) than by the students (4.01).

Perceptions regarding the importance of the Recreational Activity function differed significantly between the rural and urban student groups and between the faculty and student groups. Students from a rural background perceived this function as being more important than did students from an urban background. The group mean scores were 3.76 and 3.45, respectively. Recreational Activity was judged by the student group to be quite important (3.58). Faculty perceived this function to be less important, with a group mean score of 2.13.

The activities associated with the Student Self-government function were seen to be more important by the student group than by the faculty group. The student and faculty group mean scores were 3.66 and 2.64, respectively.

Table 14

Group Differences Regarding the Importance of Student Service Functions

Function/Group	N	Mean	t-value	p
Pre-entrance Information				
Student: Residence	103	3.06	-2.07	.04
Student: Non-residence	37	3.49		
Faculty	15	4.33	6.31	.00
Student	140	3.17		
Applicant Appraisal				
Faculty	15	4.53	2.03	.04
Student	141	4.01		
Recreational Activity				
Student: Rural	55	3.76	2.02	.05
Student: Urban	88	3.45		
Faculty	15	2.13	-5.92	.00
Student	144	3.58		
Student Self-government				
Faculty	14	2.64	-3.46	.00
Student	144	3.66		
Health Services				
Faculty	15	3.60	-2.06	.04
Student	144	4.15		

Table 14 (continued)

Function/Group	N	Mean	t-value	p
Financial Assistance				
Faculty	15	3.47	-2.02	.05
Student	143	4.01		
Housing				
Faculty	15	2.47	-6.05	.00
Student	144	4.06		
First Year Faculty	6	1.83	-2.32	.04
Second Year Faculty	9	2.89		
Out-of-residence Housing				
Faculty	14	1.93	-2.90	.00
Student	131	2.92		
First Year Faculty	6	1.17	-3.27	.01
Second Year Faculty	8	2.50		
Graduate Placement				
Faculty	14	3.00	-5.50	.00
Student	135	4.44		
First Year Faculty	6	2.17	-3.61	.00
Second Year Faculty	8	3.63		

Perceptions regarding the importance of the Health Service function differed between the faculty and student groups. The student group rated this function to be of greater importance than did the faculty group. The student and faculty group mean scores were 4.15 and 3.60, respectively. Financial Assistance was seen to be more important by the student group (4.01) than by the faculty group (3.47).

Differences in perceptions of the importance of three functions occurred between the faculty and students groups, and between the first and second year faculty groups. Students perceived the Housing function to be quite important (4.06), while faculty perceived it to be of some importance (2.47). Second year faculty respondents rated Housing to be more important than did first year faculty respondents. The second year group mean score was 2.89 and the first year group mean score was 1.83.

The Out-of-residence Housing function was seen to be more important by the students (2.92) than by the faculty (1.83). First year faculty respondents perceived Out-of-residence Housing to be of low importance with a group mean score of 1.17. The second year faculty group perceived this function to be more important with a group mean score of 2.50.

The activities associated with the Graduate Placement function were judged to be more important by the student group than by the faculty group. These group mean scores were 4.44 and 3.00, respectively. Differences in perceptions of the Graduate Placement function also occurred between the first and second year faculty groups. Second year faculty respondents rated this function as being quite important with a group mean score of 3.63, while first year faculty perceived this function to be less important, with a mean score of 2.17.

Involvement

Faculty involvement in student service functions differed significantly for only two of the sixteen functions. Differences in the level of involvement in or use of the student service functions by the student respondent groups occurred for eight functions. The group mean scores, t-values and probabilities are presented in Table 15.

The degree of involvement in Pre-entrance Information activities differed significantly between rural and urban student groups. Rural students were more involved, with a group mean score of 2.04. The urban group mean was 1.69.

Differences in involvement in Student Orientation activities occurred between the first and second year student groups, with the degree of involvement being higher for the second year group. The first year group mean score was 2.36 and the second year group mean was 2.68. Since second year students were involved in their own orientation and in the orientation of subsequent classes of students, this difference was expected. Involvement with orientation activities also differed between the residence and non-residence student groups, with students living in residence being more involved than those living out of residence. The group mean scores for the residence and non-residence student groups were 2.61 and 2.23, respectively.

Student involvement in the Student Records function differed between the first and second year student groups. The second year group had a higher degree of involvement, with a mean score of 2.59. The first year student group mean score was 2.07. Differences in the degree of involvement in Student Counselling activities occurred between the first

Table 15

Group Differences Regarding the Involvement With Student Service Functions

Function/Group	N	Mean	t-value	p
Pre-entrance Information				
Student: Rural	53	2.04	2.17	.03
Student: Urban	81	1.69		
Student Orientation				
First Year Student	78	2.36	-2.05	.04
Second Year Student	63	2.68		
Student: Residence	102	2.61	2.22	.03
Student: Non-residence	39	2.23		
Student Records				
First Year Student	73	2.07	-2.56	.01
Second Year Student	58	2.59		
Student Counselling				
First Year Student	78	1.41	-2.28	.02
Second Year Student	63	1.76		
Recreational Activity				
Student: Residence	108	2.84	4.59	.00
Student: Non-residence	37	2.05		
First Year Faculty	6	2.00	2.82	.01
Second Year Faculty	9	1.22		

Table 15 (continued)

Function/Group	N	Mean	t-value	p
Student Self-government				
Student: Residence	107	2.89	2.22	.03
Student: Non-residence	35	2.46		
First Year Student	81	2.57	-2.98	.00
Second Year Student	61	3.07		
Health Service				
Student: Residence	106	2.62	2.71	.01
Student: Non-residence	37	2.22		
Financial Assistance				
First Year Faculty	6	1.50	2.79	.02
Second Year Faculty	9	1.00		
Housing				
Student: Residence	106	3.75	11.82	.00
Student: Non-residence	36	1.61		

and second year student groups. Second year students reported a higher degree of involvement with this function. The second and first year group mean scores were 1.76 and 1.41, respectively.

Students living in residence reported a higher level of involvement in Recreational Activity than students living out of residence. The respective group mean scores were 2.84 and 2.05. Since the recreational activities occur outside of the regular school hours, students living in residence may have had more ready access to recreational facilities. Differences in the degree of involvement in Recreational Activity also occurred between the first and second year faculty groups. First year faculty reported a higher incidence of involvement with a group mean score of 2.00. The second year group mean score was 1.22.

The level of involvement with the Student Self-government function differed between the residence and non-residence student groups and between the first and second year student groups. Students living in residence were more involved in Student Self-government activities than were their counterparts living out of residence. The respective mean scores were 2.89 and 2.46. Second year students had a significantly higher degree of involvement in the Student Self-government function than did first year students. The second year group mean was 3.07, and the first year group mean was 2.57.

Students living in residence had more involvement in Health Service than those living out of residence. The residence group mean score was 2.62, and the group mean score for students living out of residence was 2.22. Differences in the degree of involvement in the Financial Assistance function occurred between the first and second year faculty

groups. The degree of involvement was higher for first year faculty. The first and second year group mean scores were 1.50 and 1.00, respectively.

The level of student involvement in the Housing function differed significantly between those students living in residence and those living in outside accommodation. The in-residence group mean score was 3.75, and the mean score for the out-of-residence group was 1.16.

Discussion of Group Differences

Differences in perceptions of the scope of the student service functions occurred most frequently between the faculty and student groups. Pre-entrance Information, Applicant Appraisal, Applicant Consultation, Student Orientation, Student Registration, and Student Records were perceived to be broader in scope by faculty, while Recreational Activity and Student Self-government were perceived broader by the students. These differences could be related to the way in which the provision of these services was structured at the school. The six functions rated higher by faculty are related to the formal aspects of the school program, and faculty have certain responsibilities in these areas. Students have the main responsibility for the activities related to Recreational Activity and Student Self-government; faculty participation in these activities is voluntary.

Second year students perceived Health Service, Out-of-residence Housing, and Student Personnel Evaluation to be narrower in scope than did the first year students. This result could be related to the length of time each of these groups had been at the school and the opportunities each has had to explore and use these services.

First year faculty perceived the range of activities associated with the Pre-entrance Information function to be more limited than did the second year faculty. Since first year faculty have more contact with beginning students, they may be more aware of any misconceptions or lack of knowledge students have regarding nursing and the nursing program.

Statistically significant differences regarding the quality of student services occurred most often among the student groups. Between the first and second year students, Pre-entrance Information, Student Orientation, and Student Registration were rated higher by second year students, while Health Service and Graduate Placement were rated higher by first year students. Perceptions of the quality of these services may have been influenced by the length of time students had been at the school, as second year students have had more time to explore and assess the quality of these functions. Graduate Placement activities were perceived to be of better quality by students living out of residence than by those living in residence. Students living in outside accommodation may make more use of resources outside of the school when exploring employment opportunities.

Differences in perceptions of the quality of two functions occurred between the faculty and student groups. Student Counselling and Student Self-government were both rated higher by students than by faculty. The confidential nature of student counselling and the responsibility students have for self-government activities suggest that students may have a greater awareness of the nature of these functions.

The majority of statistically significant differences regarding the importance of the student service functions occurred between the faculty

and student groups. Pre-entrance Information and Applicant Appraisal were judged to be more important by faculty than by students. This difference may be the result of faculty having a better understanding of the demands of the nursing program and the level of performance required of students in order to be successful. Recreational Activity, Student Self-government, Health Services, Financial Assistance, Housing, Out-of-residence Housing, and Graduate Placement were perceived to be more important by students than by faculty. Perceptions of the importance of these services may be influenced by the responsibilities each group has relative to the services. With the exception of referring students to the Health Office when necessary, faculty involvement in these services consists mainly of directing students to appropriate resources as requested. Students have the main responsibility for recreational and self-government activities, and for finding out what resources are available regarding living accommodation, financial aid, and finding employment following graduation.

Statistically significant differences for the importance dimension occurred between the residence and non-residence student groups, and between the rural and urban student groups. Students living out of residence perceived Pre-entrance Information to be more important than did students living in residence. Students living in residence may be more aware of and have easier access to informal communication channels through which program information can be clarified and implemented. Perceptions of the importance of Recreational Activity differed between the rural and urban student groups, with rural students perceiving this function to be more important. This suggests that students from a rural

background may be less familiar with recreational opportunities available in an urban area and may rely more on recreational activities available at the school.

Differences regarding the importance of Housing, Out-of-residence Housing, and Graduate Placement occurred between the first and second year faculty groups. These functions were considered to be more important by second year faculty. This difference may indicate an increased awareness on the part of second year faculty of student concerns about finding employment and living accommodation as they near the completion of the nursing program.

The level of involvement in the student service functions differed significantly between three of the student groupings. In comparing the residence and non-residence student groups, students living in residence were more involved in Student Orientation, Recreational Activity, Student Self-government, Health Service, and Housing. Since these services are located at the school and student involvement may occur outside of the regular school hours, students living in residence could have had more ready access to these activities. Differences in the degree of student involvement between first and second year student groups occurred on four functions. Second year students had a higher level of involvement in Student Orientation, Student Records, Student Counselling, and Student Self-government. This difference could be related to the length of time each group has been at the school, with second year students having had more opportunities to become involved in these services. Rural students reported a higher degree of involvement in Pre-entrance Information than did urban students. This difference suggests that information about

nursing and nursing programs may be more readily available to urban students through sources other than the School of Nursing.

Significant differences in the level of involvement between the first and second year faculty groups occurred for two of the student service functions. First year faculty were more involved than were second year faculty with Recreational Activity and Financial Assistance. Since first year faculty have more contact with new students, they may have been approached more frequently by students seeking information about these services.

Summary

The majority of statistically significant differences in perceptions of the student service functions occurred between the faculty and student groups. The scope of Pre-entrance Information, Applicant Appraisal, Applicant Consulation, Student Orientation, Student Registration, and Student Records was perceived to be broader by faculty than by students. Two functions, Recreational Activities and Student Self-government, were rated broader by the student group than by the faculty group. The quality of Student Counselling and Student Self-government was judged to be higher by the students than by the faculty. On the importance dimension, Recreational Activity, Student Self-government, Health Services, Financial Assistance, Housing, Out-of-residence Housing, and Graduate Placement were perceived to be more important by the students, and Pre-entrance Information and Applicant Appraisal were judged to be more important by the faculty.

Between the first and second year faculty groups, differences occurred regarding the scope of one function, the importance of three functions, and the degree of involvement with two functions. The range of activities associated with Pre-entrance Information was perceived to be broader by the second year faculty members. Housing, Out-of-Residence Housing, and Graduate Placement were judged to be more important by second year faculty than by first year faculty. First year faculty were more involved with the activities associated with the Financial Assistance and Recreational Activity functions.

Statistically significant differences in perceptions occurred between the first and second year student groups on the dimensions of scope, importance, and involvement. First year students judged the range of activities associated with Health Service, Out-of-residence Housing, and Student Personnel Evaluation to be broader than did the second year students. On the quality dimension, Pre-entrance Information, Student Orientation, and Student Registration were rated higher by second year students, while Health Service and Graduate Placement were rated higher by first year students. Second year students were more involved in Student Orientation, Student Records, Student Counselling, and Student Self-government than were first year students.

Between the residence and non-residence student groups, perceptions differed regarding the quality of one function, the importance of one function, and the degree of involvement with five functions. Students living out of residence judged the quality of the Graduate Placement function to be better than did students living in residence. Pre-entrance Information was perceived to be more important by

non-residence students. On the involvement dimension, students living in residence reported a higher level of involvement in Student Orientation, Recreational Activity, Student Self-government, Health Service, and Housing than did their counterparts living in outside accommodation.

Differences in perceptions between the rural and urban student groups occurred regarding the importance of Recreational Activity. This function was judged to be more important by the rural group. Rural students also had a higher degree of involvement than did urban students in the activities associated with Pre-entrance Information.

CHAPTER 7

Summary, Conclusions and Implications

This chapter presents a summary of the study and the conclusions drawn from the results. Implications for practice, training, and further research are identified.

Summary

The purpose of this study was to conduct an examination of the student services available in one hospital based diploma nursing program. The study sought to determine the perceptions of faculty and students regarding the scope, quality, and importance of these services and to determine the degree of faculty involvement and student utilization of existing services. Further, the study endeavored to identify and describe the existing services, and to ascertain if specified demographic factors influenced perceptions of, and involvement in, the available services.

The sample for the study was comprised of all faculty and students involved in the first two years of the nursing program. Two forms of an Inventory of Selected School Functions were used to collect data from faculty and students regarding their perceptions of the scope, quality, and importance of sixteen student service functions, and the extent to which they were involved in or used the services available at the school. Five response choices were available for the dimensions of scope, quality, and importance. A "Do Not Know" response category was included for the scope and quality dimensions. For the involvement/use dimension,

three response categories were included in the faculty Inventory, and four in the student Inventory. The student form of the Inventory also contained demographic and school orientation items, and both Inventories included open response items. Interviews were conducted with key school personnel for the purposes of obtaining information about the services available at the school.

The data were analyzed using relative frequencies, mean scores, and standard deviations. For the dimensions of scope, quality, and importance, mean scores and standard deviations were determined for each variable. In addition to the mean scores and standard deviations, the relative frequency was also ascertained for each variable on the involvement/use dimension. For the "Do Not Know" responses, open response items, and student demographic and school orientation data, frequencies were determined.

The sample was divided into groups on the basis of the demographic factors of position, year in the program, student home town population, and residence accommodation. For the dimensions of scope, quality, and importance, comparisons were made between the following groups: total faculty and total students, first and second year faculty, first year and second year students, rural and urban students, and students living in residence and students living out of residence. For the involvement/use dimension, the same group comparisons, with the exception of the total faculty and total student group, were made. This comparison was omitted as the response categories for this dimension were not parallel. A t-test was used to identify differences among the groups which were statistically significant beyond the 0.05 level.

The student services available at the school of nursing are provided by both the school and the hospital. Student service functions provided by the school include applicant recruitment, applicant selection, orientation, registration, financial assistance, counselling, student self-government, and student records. Included in the recruitment and selection activities are the distribution of pre-entrance information and opportunities for applicants to meet with school personnel. Health services are provided in conjunction with the hospital. Recreational facilities, residence accommodation for female students, and food services are available through the hospital. Although services in the areas of graduate placement and out-of-residence housing are not formalized, assistance is available to students in these areas. To date, no requests for assistance in finding outside living accommodation have been received.

Faculty

The student service functions perceived by faculty to have the broadest scope were Student Records, Student Orientation, Student Registration, and Student Advisory. Out-of-residence Housing, Recreational Activity, and Student Self-government were judged to be narrowest in scope. There was most agreement among faculty regarding the scope of Out-of-residence Housing and Student Self-government, and least agreement regarding Housing and Student Personnel Evaluation. The highest percentage of "Do Not Know" responses occurred for the Out-of-residence housing function.

The functions perceived by faculty to be most effectively performed were Student Records, Student Orientation, and Student Registration. Two functions, Student Counselling and Out-of-residence Housing, were judged to be of poor quality. There was most consensus regarding the quality of Financial Assistance and Out-of-residence Housing, and least consensus regarding the quality of Student Advisory and Student Orientation. The "Do Not Know" response category was chosen most often for Out-of-residence Housing.

Student Records, Applicant Appraisal, and Student Advisory were the functions perceived to be the most important by faculty. Out-of-residence Housing, Recreational Activity, and Housing were judged to be least important. Faculty were most in agreement regarding the importance of Pre-entrance Information and Applicant Appraisal, and least in agreement regarding the importance of Student Counselling and Student Registration.

Faculty were most involved in the activities associated with the Student Records, Student Advisory, and Student Orientation functions. None of the faculty indicated involvement in Housing and Out-of-residence Housing.

Student

Student Self-government, Housing, and Student Advisory were the functions perceived to be broadest in scope by the students. Out-of-residence Housing, Student Counselling, and Applicant Consultation were rated as having the narrowest scope. Students were most in agreement regarding the scope of Pre-entrance Information and Student

Registration. There was least consensus regarding the ratings for Graduate Placement and Health Service. The "Do Not Know" response category was chosen most often for the Out-of-residence Housing and Graduate Placement functions.

The functions rated highest by students on the quality dimension were Student Self-government, Student Advisory, and Housing. Out-of-residence Housing, Recreational Activity, and Graduate Placement were the functions rated lowest in terms of quality. There was most consensus among students regarding the quality of Student Personnel Evaluation and Applicant Appraisal, and least consensus regarding Health Service and Student Counselling. The highest percentage of "Do Not Know" responses occurred for the Out-of-residence Housing and Graduate Placement functions.

The student services judged to be most important by the students were Student Advisory, Graduate Placement, and Student Records. The functions rated as least important were Out-of-residence Housing, Pre-entrance Information, and Student Registration. Students were most in agreement regarding the importance of Student Advisory, Student Orientation, and Student Records, and least in agreement regarding Out-of-residence Housing and Pre-entrance Information.

Students were most involved in the activities associated with Housing, Student Self-government, and Recreational Activity. Low degrees of involvement were indicated for the Out-of-residence Housing, Graduate Placement, and Student Counselling functions.

The primary sources through which students first learned of the nursing program were a friend or relative. Most students indicated they

would seek assistance from a fellow student or instructor for class related difficulties, and from an instructor if they were having difficulties related to clinical performance. For financial and personal difficulties, most student would seek assistance from sources outside the school. The most frequently used sources of information about the student services at the school were the student handbook and the director.

Both faculty and students indicated a need for improvement in the student counselling services available. Students also expressed a need for a recreational/extracurricular activities program.

Group Comparisons

For the scope dimension, most of the differences in perceptions occurred between the total faculty and total student groups. Perceptions differed regarding the scope of eight functions. Six functions related to the formal aspects of the program were judged to be broader in scope by faculty than by students. These functions were Pre-entrance Information, Applicant Appraisal, Applicant Consultation, Student Orientation, Student Registration, and Student Records. The activities associated with Recreational Activity and Student Self-government were perceived to be broader in scope by the students. Health Service, Out-of-residence Housing, and Student Personnel Evaluation were perceived to be broader in scope by first year students than by second year students. First year faculty judged the scope of Pre-entrance Information to be narrower than did second year faculty.

Differences regarding the quality of the student services occurred most often among the student groups. The quality of Pre-entrance

Information, Student Orientation, and Student Registration was rated higher by second year students, while Health Service and Graduate Placement were rated higher by first year students. Students living out of residence judged the quality of Graduate Placement to be higher than did students living in residence. Between the faculty and student groups, Student Counselling and Student Self-government were both rated higher by the students.

For the importance dimension, differences in perceptions occurred most frequently between the total faculty and total student groups. Pre-entrance Information and Applicant Appraisal were judged to be more important by faculty, while Recreational Activity, Student Self-government, Health Service, Financial Assistance, Housing, Out-of-residence Housing, and Graduate Placement were judged to be more important by the students. Pre-entrance Information was perceived to be more important by students living out of residence than by those living in residence. Rural students judged Recreational Activity to be more important than did urban students. Between the faculty groups, Housing, Out-of-residence Housing, and Graduate Placement were perceived to be more important by second year faculty than by first year faculty.

Differences in the degree of student involvement in student service functions occurred most often between students living in residence and those living out of residence. Students living in residence were more involved in Student Orientation, Recreational Activity, Health Service, Housing, and Student Self-government. In comparing first and second year students, second year students had a higher degree of involvement in Student Orientation, Student Records, Student Counselling, and Student

Self-government. Rural students had more involvement in Pre-entrance Information activities than did urban students. For the faculty groups, first year faculty were more involved than were second year faculty in Recreational Activity and Financial Assistance.

Conclusions

From the results of this study examining the student services available in one hospital based diploma nursing program, the following conclusions are drawn:

1. The student services available at the school were provided by both the school and the hospital. Services related to the formal aspects of the school program were well developed. Services not directly related to the formal program were less well developed, but some assistance was available in these areas.

2. Faculty and students were, in general, satisfied with the scope and quality of services directly related to the formal aspects of the school program. Services related to the less formal aspects of the program were perceived to be narrower in scope and less effectively performed.

3. Services with a direct bearing on the formal school program were considered to be most important by faculty and students. All services were judged to be of at least some importance.

4. Faculty involvement was greatest in those services pertaining to the formal school program; student involvement in these services was variable. Students were generally more involved than faculty in services related to the less formal aspects of the program.

5. Both faculty and students were most knowledgeable about the services which were well developed and which pertained to the formal aspects of the program.

6. Position, in terms of being a faculty member or a student, appeared to be the main factor influencing perceptions of the scope and importance of the existing services. For the quality dimension, position, in terms of being a first or second year student, appeared to be the most relevant influencing factor.

7. The demographic factors of accommodation and rural or urban background did not appear to have a major influence on student perceptions of the scope, quality, and importance of the available services. Residence accommodation was a factor influencing student use of some services.

Implications

The results of the study have implications for the provision of several of the student services available at the school. Although perceptions of the scope and quality of Student Counselling differed between faculty and students, both groups judged this function to be quite important and indicated a need for a full-time counsellor at the school. The relatively low level of student involvement in this function and the percentages of students indicating they would seek outside assistance for personal and school related difficulties may be a reflection of the availability of counselling services, since the quality of this function was felt to be satisfactory from the students' point of view. These results suggest the school may wish to consider expanding this service and have a full-time counsellor available.

The Out-of-residence Housing function was perceived to be of limited scope and poor quality by both faculty and students. As both groups judged the function to be of low importance and the school had, to date, received no requests for assistance in this area, there does not appear to be a need for expansion of this function.

Recreational Activity and Student Self-government were perceived by faculty to be narrow in scope. Student ratings for the scope of these functions were moderate and broad, respectively. As the activities associated with both functions pertain mainly to the students, there does not appear to be an urgent need to broaden the scope of either function at present. Student perceptions of the quality and importance of Recreational Activity, and the need expressed by some students for a recreational/extracurricular activities program suggests the school may wish to consider the establishment of such a program.

Although students felt the scope of Applicant Consultation was limited, the degree of student involvement in this service suggests no pressing need to expand consultation activities at present. Given the changing characteristics of students entering postsecondary education programs apparent from the literature, it may be beneficial for the school to consider re-evaluating and expanding consultation activities in the future.

The frequency of "Do Not Know" responses regarding the scope and quality of Out-of-residence Housing and Graduate Placement suggests many faculty and students are unaware of the assistance available in these areas. Although further development of the activities associated with the two functions does not appear necessary at this time, the importance

ratings suggest that ways to make faculty and students more cognizant of the available assistance could be considered.

As evidenced by the literature, there is a trend towards increasing diversity in the characteristics of students entering postsecondary education institutions. Of particular note for nursing are the numbers of older students, students with previous work and educational experience, and students with responsibilities outside of the nursing program. Given these trends, the school should consider periodic assessments of the services available to determine their adequacy in meeting the requirements of all students. In addition, consideration of ways to increase faculty awareness of the activities associated with each service would promote more effective use of the existing services and assist the school in identifying areas requiring modification or expansion.

Recommendations for Further Research

1. This study was conducted at one hospital based school of nursing. Since hospital based schools provide student services independently rather than as part of a larger institution, expansion of this survey to include other hospital based nursing programs would assist in identifying student service requirements which students in these schools may have and which should be addressed. Although certain requirements may be unique to nursing students, the information obtained may be of value to other programs which independently provide student services and would contribute to the general body of literature in the area of student services.

2. In this study, a questionnaire was used to collect data from faculty and students. Consideration should be given to including an interview format in further research in the area of student services. This would assist in clarifying respondents' perceptions of existing services and could provide more specific direction for needed changes.

3. Sixteen student service functions were examined in this study. An indepth assessment of specific services would provide more detailed information which could be used in planning modifications to, and expansion of, existing services. Of particular note in this regard is Student Counselling.

4. Given the changing demographic characteristics of students entering nursing programs, it would be beneficial to determine the effect of these characteristics on student service requirements.

5. A comparative study of student services in hospital based nursing programs and nursing programs which are part of a larger institution should be given consideration. Such a study would assist in identifying differences in student service requirements between the two types of programs and provide both with information relative to student needs.

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Appendix A

Inventory of Selected School Functions

INVENTORY OF SELECTED SCHOOL FUNCTIONS

DIRECTIONS: This Inventory contains a list of 16 functions dealing with student services. It is important that you read the descriptions of the functions carefully BEFORE RESPONDING. While the descriptions are intended to be as specific as possible, they are not definitions; consequently, you should read for the central theme and intent of the description. After reading the description you are asked to judge four aspects of each function.

These four aspects include:

1. the scope of this function in your school;
2. the quality of this function in your school;
3. your opinion of the importance of the function in your school; and
4. the degree to which you are personally involved in each of the functions as part of your work at the school.

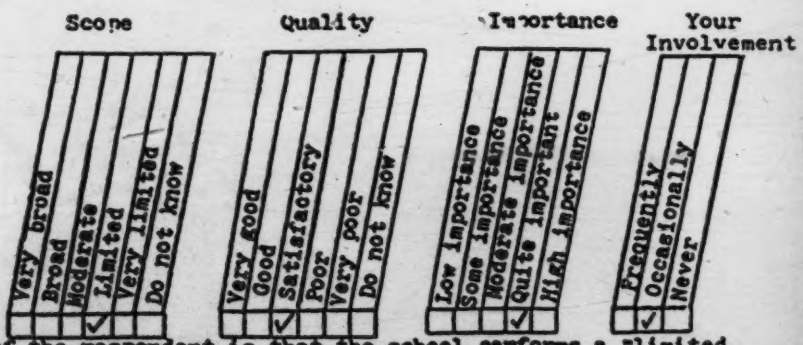
SCOPE: For the purpose of this Inventory, scope is defined as the degree to which you perceive the school performing a range of activities associated with the function. You are asked to judge scope on a scale between "very broad" and "very limited". The option of "do not know" is available.

QUALITY: Quality is defined as the degree to which you perceive the function to be effectively performed. You are asked to judge quality on a scale between "very good" and "very poor". The option of "do not know" is available.

IMPORTANCE: This category requests your opinion of how important it is for the school to perform activities associated with the function. You are asked to judge importance on a scale between "low importance" and "high importance".

INVOLVEMENT: This refers to your personal, direct performance of tasks associated with the function as part of your role in the school. Your estimate of involvement is to be indicated on a scale from "highly involved" to "no involvement".

Illustration:



Interpretation: The perception of the respondent is that the school performs a "limited range of pre-entrance information activities", and that the quality of these activities is "satisfactory". The respondent has an "occasional" involvement in pre-entrance information work, and judges the function to be "quite important".

PLEASE ENTER YOUR RESPONSES ON THE ANSWER SHEET

1. PRE-ENTRANCE INFORMATION
   Providing prospective students with information about the school's program.

2. APPLICANT APPRAISAL
   Determining suitability of prospective students for admission.

3. APPLICANT CONSULTATION
   Conferring with prospective students prior to enrollment.
   Example: interpreting admission requirements

4. STUDENT ORIENTATION
   Acquainting new students with school facilities, resources, and regulations.

5. STUDENT REGISTRATION
   Officially registering students, initiating student progress record.

6. STUDENT RECORDS
   Maintaining cumulative record of student progress and development.

7. STUDENT ADVISORY
   Assisting students with classroom and/or clinical difficulties.

8. STUDENT COUNSELLING
   Assisting students with personal problems.

9. RECREATIONAL ACTIVITY
   Developing with students appropriate social and leisure time activities.

10. STUDENT SELF-GOVERNMENT
    Providing opportunities and encouragement for student self-governing activities.
    Example: advising student council

11. HEALTH SERVICE
    Providing clinical assistance for students with physical and/or emotional difficulties.

12. FINANCIAL ASSISTANCE
    Providing and/or identifying sources of financial aid.

13. HOUSING
    Providing suitable school residence accommodation.

14. OUT-OF-RESIDENCE HOUSING
    Assist in locating/providing suitable out-of-residence accommodation.

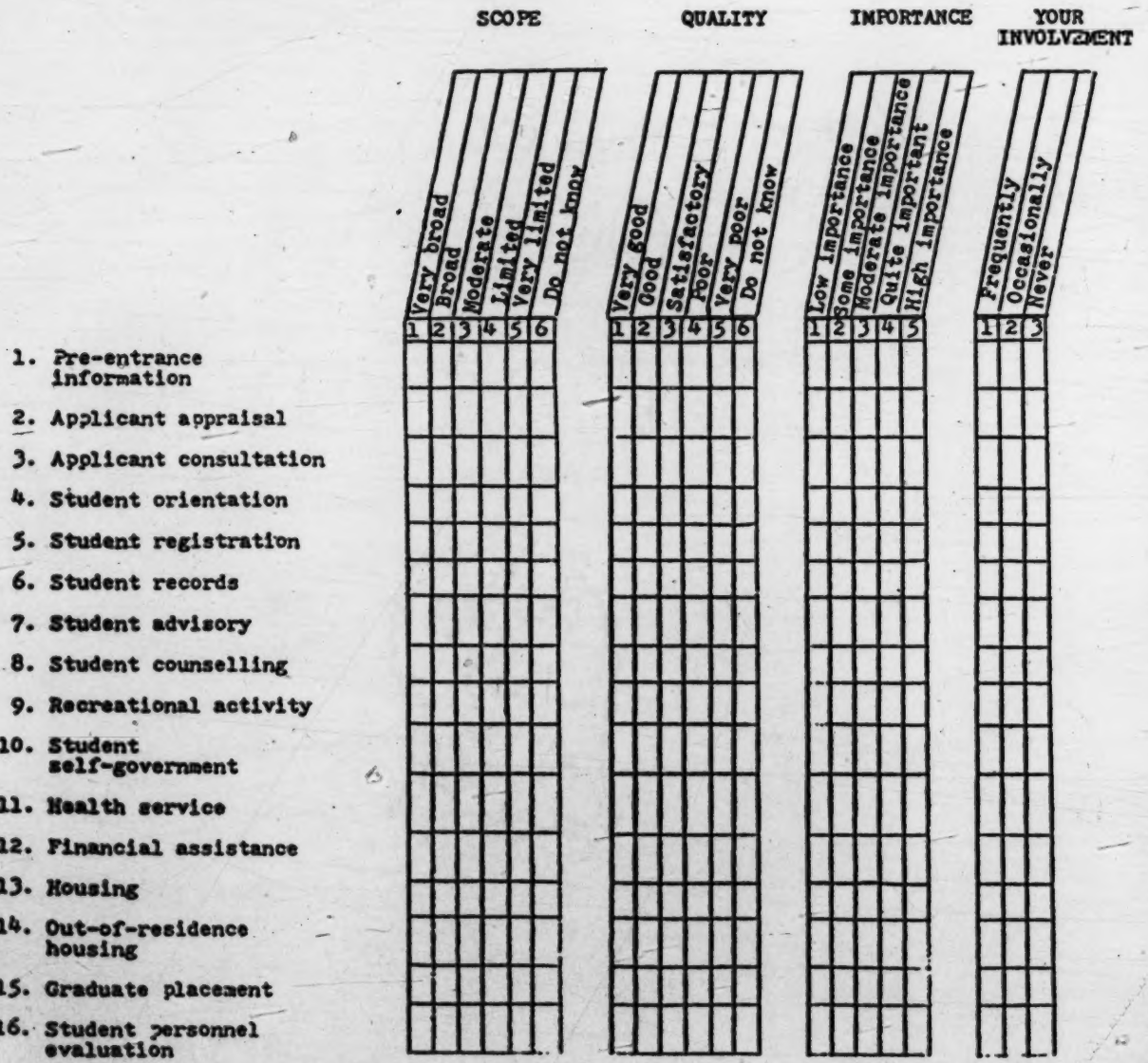
15. GRADUATE PLACEMENT
    Assist in locating appropriate employment opportunities following graduation.

16. STUDENT PERSONNEL EVALUATION
    Collecting, analyzing, and interpreting data concerning student characteristics, needs, and services.

INVENTORY OF SELECTED SCHOOL FUNCTIONS

RESPONSE SHEET

DIRECTIONS: With reference to the student service functions in your school, please place a check mark (✓) in the appropriate column to indicate your response regarding the (1) scope, (2) quality, (3) importance, and (4) your involvement. All responses will be treated as confidential information.



1. Pre-entrance information
2. Applicant appraisal
3. Applicant consultation
4. Student orientation
5. Student registration
6. Student records
7. Student advisory
8. Student counselling
9. Recreational activity
10. Student self-government
11. Health service
12. Financial assistance
13. Housing
14. Out-of-residence housing
15. Graduate placement
16. Student personnel evaluation

Are there any other activities which you feel the school should perform in order to support the students' personal growth, professional growth, and academic endeavors?

_____

_____

_____

_____

Please indicate in which year of the program you are presently teaching.

1st year ____

2nd year ____

THANK YOU FOR YOUR COOPERATION

PART 1

In the spaces provided, please check (✓) the most appropriate answer to the following questions. All responses will be treated as confidential information.

1. Year of the program
   1. ___ First
   2. ___ Second

2. Home town population
   1. ___ Under 1,000
   2. ___ 1,000 - 10,000
   3. ___ 10,000 - 100,000
   4. ___ Over 100,000

3. Do you live in residence accomodation provided by the school?
   1. ___ Yes
   2. ___ No

4. How did you first find out about this nursing program?
   1. ___ Nursing school open house
   2. ___ Nursing school representative
   3. ___ High school teacher/principal
   4. ___ Friend
   5. ___ Relative
   6. ___ Other (state)
   _____

5. To whom would you go first if you were experiencing difficulty or doubts about your classroom performance?
   1. ___ Director
   2. ___ Instructor
   3. ___ School counsellor
   4. ___ Student council representative
   5. ___ Fellow student
   6. ___ Friend/Relative (outside school
   7. ___ Other (state)
   _____

6. To whom would you go first if you were experiencing difficulty or doubts about your clinical performance?
   1. ___ Director
   2. ___ Instructor
   3. ___ School counsellor
   4. ___ Student council representative
   5. ___ Fellow student
   6. ___ Friend/Relative (outside school
   7. ___ Other (state)
   _____

7. To whom would you go first if you need help with a personal problem?
   1. ___ Director
   2. ___ Instructor
   3. ___ School counsellor
   4. ___ Student council representative
   5. ___ Fellow student
   6. ___ Friend/Relative (outside school
   7. ___ Other (state)
   _____

8. To whom would you go first if you were experiencing financial difficulties?
   1. ___ Director
   2. ___ Instructor
   3. ___ School counsellor
   4. ___ Friend/relative
   5. ___ Other (state)
   _____

9. How were you informed of the student services offered by the school? (Check all appropriate responses).
   1. ___ Director
   2. ___ Instructor
   3. ___ Registrar
   4. ___ Student council representative
   5. ___ Student handbook
   6. ___ Other (state)
   _____

PART 2

Please place the appropriate number in the space provided following each statement regarding the services at the School of Nursing.

1 - Very good
2 - Good
3 - Satisfactory
4 - Poor
5 - Very poor
6 - Do not know

1. The quality of information about the school provided to prospective students was: ____

2. The procedure for determining the suitability of applicants was: ____

3. The opportunity provided for pre-enrollment discussions with school staff was: ____

4. The orientation program to acquaint students with school facilities and regulations was: ____

5. The registration process at the school was: ____

6. The student record keeping (marks, progress, reports) is: ____

7. The help available for students having classroom and/or clinical difficulties is: ____

8. The help available for students having personal problems is: ____

9. The recreational activities (sports, hobbies, etc.) offered by the school are: ____

10. The opportunities provided for student self-government (student council, etc.) are: ____

11. The health services provided for students are: ____

12. The help given with regards to financial aid (loans, grants) is: ____

13. The school residence accomodation is: ____

14. The help given to students trying to locate out-of-residence housing is: ____

15. The help provided for students trying to find suitable employment following graduation is: ____

16. The overall quality of the services available to students at the school is: ____

DIRECTIONS: With reference to the following services at the school, please place a check mark (✓) in the appropriate column to indicate your response regarding:

1. Your opinion of the range of activities associated with each service.
2. Your opinion of how important it is for the school to perform each service.
3. How often you have used or been involved in each service.

	RANGE OF ACTIVITIES						IMPORTANCE					USE OR INVOLVEMENT			
	Very broad	Broad	Moderate	Limited	Very limited	Do not know	Low importance	Some importance	Moderate importance	Quite important	High importance	Frequently	Occasionally	Once	Never
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4
1. Recruitment activities															
2. Application selection process															
3. Pre-admission consultation with staff member															
4. Orientation activities															
5. Registration Process															
6. Student record keeping															
7. Help with academic and/or clinical difficulties															
8. Help with personal problems															
9. Recreational activities															
10. Student self-governing activities															
11. Health services															
12. Financial assistance information															
13. Residence facilities															
14. Out of residence housing assistance															
15. Help to find employment following graduation															
16. Evaluation of student services															

Are there any other activities which you feel the school should perform in order to support the personal and professional growth of students and their academic endeavors.

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION:

Appendix B

Covering Letters and Request Forms

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

June 2, 1983.

Dear Staff Member:

I am writing to request your participation in a study of student personnel services in a diploma nursing program. The study is part of my work in Educational Administration at the University of Alberta and will provide the basis for my masters thesis.

Enclosed is an Inventory of Selected School Functions which is designed to elicit your perceptions of the scope, quality, importance, and level of staff involvement in the non-instructional services provided at the school. I hope you will agree to participate in this study by completing the enclosed Inventory. Please seal the completed Inventory in the envelope provided and return it to the school office. Your replies will be held in the strictest confidence.

Following the completion of this study, I will be pleased to send you a summary of the results if you so desire. Your cooperation is sincerely appreciated.

Yours truly,

Barbara Houston

Barbara Houston

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

June 2, 1983.

Dear Student:

I am writing to request your participation in a study of student personnel services in a diploma nursing program. The study is part of my work in Educational Administration at the University of Alberta.

Enclosed is a questionnaire designed to elicit student perceptions of the range, quality, importance, and student utilization of the non-instructional services available at the school. Since very few studies have been carried out which focus specifically on student services in nursing programs, you are in a unique position to provide me with such information.

I hope you will agree to participate in this study by completing the enclosed questionnaire, and returning it to the school office sealed in the envelope provided. Your replies will be held in the strictest confidence.

Following the completion of this study, I will be pleased to share the results with you. Your assistance in this research is sincerely appreciated.

Yours truly,

Barbara Houston

Barbara Houston

If you would like a summary of the results of this study, please complete this form and return it to:

Barbara Houston,
25 10187-113 St.,
Edmonton, Alberta.
T5K 1P1

Name:_____

Mailing Address:_____

_____

_____

Appendix C

Interview Schedule

INTERVIEW SCHEDULE

Position _____ Date _____

Introduction: The purpose of this study is to examine the non-instructional services which the school provides for students.

- since you are involved with some of these services, I would like to get your perceptions of them
- the information which you provide will assist me to gain a better understanding of the services available
- your responses will be treated as confidential information
- I would like to request your permission to tape record this interview

1. What does the school do to recruit students for the program? - who is responsible - who is involved	
2. How are suitable applicants selected for the program? - who is involved - what provisions are available for staff consultation with applicants who require assistance to determine if nursing is an appropriate career for them	
3. What does the school do to orient new students to the school? - who is involved	
4. What does the school do to provide assistance during registration? - who is responsible - who is involved	

5. What is done to provide financial aid or information on obtaining financial assistance	
6. What does the school do to provide health services for students?	
7. What does the school do to provide a counselling service for 1) student personal problems 2) students experiencing classroom and/or clinical difficulties	
8. What is done to provide housing and/or food services?	
9. Does the school provide assistance for students who wish to find out-of-residence accommodation?	
10. What does the school do to provide assistance for the Student Council or Association?	

11. Are there any other opportunities for student self-governing activities available?	
12. What does the school do to provide recreational activities for the students?	
13. What types of data are gathered about the students during their association with the school? - who is responsible - follow-up studies - job placement services after graduation	
14. Are there any other services which the school provides for students?	
15. Are there any other services which the school should be providing for students?	

This interview has been very helpful in providing another useful perspective regarding student services at the school.

Thank you for your cooperation.